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ABSTRACT

Designed for use in integrating career education into a one-semester junior high school home economics course, this guide contains eleven home life skills activities and eighteen personal development activities to be integrated into units on foods, grooming and clothing, sewing, personal development, and child development. Student worksheets, instructions sheets, and tests intended for duplication are included for various observation activities, games, self analysis tasks, and other student exercises. (JT)

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Home Life Skills:
Career Related Junior High Home Economics Courseguide

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Roseville Area Public Schools
Career Education

Minnesota Department of Education
Pupil Personnel Services Section

1977

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FOREWORD

This CURRICULUM GUIDE was developed and field tested by staff members of the Roseville Area Schools, Roseville, Minnesota. Portions were funded by United States Office of Career Education grants.

The materials have been arranged so as to be as usable as possible for the classroom teacher. A preface or "Foreword to the Teacher" begins each guide. Following the preface comes the day-by-day procedure written from the teacher's point of view: Title of activity (what the greater part of the day will be spent on); objective(s); time line; materials needed and the procedure to be followed. This is followed by student worksheets or study materials where applicable.

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INTRODUCTION

Career Education is not new to home economics. For years we have been incorporating career education concepts into our curriculum. It has only been recently, however, that we have become aware of exactly what these concepts are. Benson, Carlson, and Larsen have defined five overall career maturity goals. They are:

I Positive Self Concept
II Decision Making
III Awareness of Lifestyle Options
IV Interpersonal Skills
  Communication
  Group Dynamics
  Cooperation
V Work Meanings and Values*

It is obvious that we in home economics are dealing with career education concepts daily. We are now becoming consciously aware of, and defining these concepts as career-oriented in our curriculum. The career resource activities included here relate primarily to goals I, III, IV, and V above.

The career education units for this book were developed as an integral part of a one semester seventh grade course entitled "Home Life Skills." The course includes:

A study of foods including sections on nutrition and food preparation

The importance of grooming and clothing selection

The development of sewing skills through the construction of a small project

A personal development unit including developing a positive self concept

A child development unit emphasizing children's growth patterns and the planning and conducting of a laboratory play school

SCOPE AND SEQUENCE

INTRODUCTION TO HOME LIFE SKILLS ..... **5 days**

I. Scope of Home Economics ..... 2 days

II. Home Life Skills Related to One's Life .... 3 days

PERSONAL DEVELOPMENT ..... **10 days**

I. Developing Awareness of Self ..... 5 days

II. Growth ..... 5 days

SEWING SKILLS ..... **15 days**

I. Sewing Tools, Equipment and Pattern ... 2-3 days

II. Fabric ..... 2-3 days

III. Sewing Machine Operation ..... 5 days

IV. Project Construction ..... 5 days

CHILD DEVELOPMENT ..... **15 days**

I. Growth and Development Patterns ..... 5 days

II. Care of Children in Babysitting ..... 5 days

III. Playschool ..... 5 days

YOUR APPEARANCE ..... **14 days**

I. Grooming ..... 5 days

II. Selection ..... 3 days

III. Care ..... 6 days

FOODS AREA ..... **30 days**

I. Nutrition ..... 4 days

II. Skills ..... 5 days

III. Preparations ..... 20 days

IV. Supplementary Units ..... 1 day

The introductory materials enclosed in this book were written to be used with students who are taking home economics for the first time. Therefore, it would be possible to use them in a middle school or a junior high school; whenever the students take their first course in home economics. It provides a good overview of the entire home economics curriculum and relates home economics to their own lives and the skills that are necessary to care for themselves in society. The activities may be a little immature for use with ninth grade students.

The personal development unit was written to help students develop positive self concepts by becoming aware of their own interests and talents. They also develop an understanding of needs common to adolescents and how self esteem can affect their continued development.

*Benson, Carlson, and Larsen, "Career Maturity: An Operational Definition."

The units have been field tested at three junior high schools by nine teachers with very positive teacher and student results. The teachers enjoyed teaching the units and students felt good about them. Many indicated a more positive attitude about themselves after the course. They have a better idea of what home economics is and how it contributes to their lifestyles.

The enclosed evaluation instrument was used with the personal development unit and served as evidence of a positive change of attitude about self when used as a pre and post measuement.

The course plan of activities and resources and the teacher instruction sheet for each unit may offer further suggestions for use in your classroom.

INTRODUCTION TO HOME LIFE SKILLS

The introduction is planned to help students become aware of the entire scope of home economics.

OBJECTIVES

I. The students will develop an awareness of the broad scope of home economics.

II. The students will develop an understanding of the relationship of home life skills to their personal lives.

III. The students will develop an awareness of home life skills as they relate to their possible future life-styles.

SCOPE AND SEQUENCE (5 days)

I. Scope of Home Economics . . . . . 2 days
   A. Introduction
   B. Plan for Learning

II. How Home Life Skills Relate to One's Life . . . . . 3 days
   A. Recognizing Skills
   B. Recognizing How to Acquire Skills

INTRODUCTION TO HOME LIFE SKILLS

COURSE PLAN OF ACTIVITIES AND RESOURCES

I. The Scope of Home Economics (2 days)
   A. Introduction
      1. Teacher welcomes the students and introduces unit
         • Teacher Information Sheet for Home Economics 3
      2. Pretest 4
         • What are "Home Life Skills" 6
         • What is "Home Economics" 8
      3. Introduce chart of units
   B. Plan for Learning

I. How Home Life Skills Relate to One's Life (3 days)
   A. Recognizing Skills
      1. View filmstrip on home life skills and discuss
         • "On My Own" (fs)
      2. Students observe life-styles and life skills at home
         • 24 hour Observation 9
      3. Students make family envelopes to use in sorting out tasks done at home
         • My Family Activity 14
      4. Students move life skills slips to their envelopes as the semester progresses
      5. Optional addition: Students view other life skills filmstrips appropriate to the units
         • "Time to Eat" (fs)
         • "How I Look" (fs)
         • "What to Wear" (fs)
   B. Recognizing How to Acquire Skills
      1. Students discuss life skills they have learned and ones they still need to learn.
      2. Post-test 4
         • What are "Home Life Skills" 6

TEACHER INFORMATION SHEET FOR HOME ECONOMICS

INTRODUCTION AND CONCLUSION

After a verbal welcome and introduction to the seventh grade semester in home economics, the "What is Home Economics?" pretest should be given if the teacher elects to use it. Then the "What is Home Economics?" form will be discussed. The form is to be filled in by the student as the semester progresses. However, it will probably be necessary to take a few minutes of class time during each unit to refer to the chart and to remind the students to complete it. This could be developed into a contest to see who is able to fill in the most spaces by the end of each unit or by the end of the semester.

To help the students understand that they are going to be learning skills that **everyone** needs, they will be asked to observe what goes on in a 24-hour period in their homes. An observation form is provided to help them "see" all the things that must be done for people to live comfortably from day to day.

After the observation, the students will construct a series of pockets to represent their families on the "My Family" sheet. Into each of the pockets, the students will slot "home life skills" slips according to who does those tasks in their homes.

The teacher may gain some insight into the students if they ask each individual student to bring the "My Family" sheet to her/him when completed. At this time the teacher can see the makeup of the student's family. The student might also be encouraged to comment about the assignment. Typical student comments might be: "My mom does most of the work."

As the students learn more skills in class (or at home), they can transfer slips to their own evelopes. Hopefully they will be able to transfer many slips by the end of the semester.

During the last week of the semester, a discussion could be held on how to learn the skills for the slips remaining in other envelopes. Some key questions might be:

1. Which of these skills could you learn in eighth or ninth grade in junior high? How? What home economics courses are available in eighth or 9th grades to help you?
2. What things can you learn through other courses in junior high? In senior high?
3. How else will you learn or develop these necessary home life skills?
4. Will any of these skills be learned from your family?

Name _____

School _____

Teacher _____

Hour _____ Date _____

WHAT IS HOME ECONOMICS?
Pre-Post Instrument

Indicate the extent to which you agree or disagree with each of the statements by circling one of the following choices:

SA if you strongly agree with the statement

A if you agree with the statement, but not strongly

D if you disagree with the statement, but not strongly

SD if you strongly disagree with the statement

DO NOT circle between the choices or more than one choice

1) What we like to do is always the same as what we are good at.

SA A D SD

2) I have a good picture of my interests.

SA A D SD

3) I have a good picture of my talents.

SA A D SD

4) I have a good idea of the kind of person I would like to be.

SA A D SD

5) School activities and hobbies can be important in selecting a job in the future.

SA A D SD

6) What people do for their job and what they do for play are usually two different things.

SA A D SD

7) Interests and abilities are of little importance in selecting an occupation.

SA A D SD

8) In order to choose a job, you need to know what kind of a person you are.

SA A D SD

9) The decisions that teenagers makes do not usually affect their future.

SA A D SD

10) I don't think that I will make any important decisions today.

SA A D SD

11) People have a lot of control over what happens to them.

SA A D SD

12) Things happen to us mostly by chance.

SA A D SD

13) I won't have to make many important decisions until I finish high school.

SA A D SD

14) People of different ages make different decisions.

SA A D SD

15) Only adults make important decisions.

SA A D SD

16) Planning and goal setting is something you do all through your life.

SA A D SD

17) It's a waste of effort to try to plan your life because so many things happen just by chance.

SA A D SD

18) Once you reach 50 years of age, there are not many more decisions to make.

SA A D SD

19) Family members often influence each other's decisions.

SA A D SD

20) I have a good idea of how other people see me as a person.

SA A D SD

21) We usually see ourselves as others see us.

SA A D SD

22) It is impossible for people to change something about themselves that they don't like.

SA A D SD

23) All people have some needs that are the same.

SA A D SD

24) Adolescents grow at the same rate.

SA A D SD

25) Students sometimes misbehave because they find they can get attention that way.

SA A D SD

Multiple Choice: Put the letter of the best response in the blank.

_____ 26) Which of the following is/are not need(s) all people share?

a. The need to be liked
b. The need to "belong"
c. The need to be successful
d. The need for adventure
e. All of the above
f. None of the above

_____ 27) Teenagers experience rapid growth in which of the following areas?

a. physical
b. mental
c. emotional
d. social
e. all of the above
f. (a and c)

_____ 28) Teenagers grow toward maturity:

a. All at the same rate
b. At their own individual rate
c. After they reach 13
d. Until they are as tall as their parent of the same sex

_____ 29) Which of the following is not a characteristic of an emotionally mature person?

a. Is dependable
b. Can take criticism
c. Never asks for advice
d. Doesn't hold grudges

Check how much control you have over growth or change in the following areas of your life now.

	Much Control	Some Control	Little or no Control
30) Height	_____	_____	_____
31) Vocabulary	_____	_____	_____
32) Skills in handling social and friendship situations	_____	_____	_____
33) Learning to make your own decisions	_____	_____	_____
34) Controlling your temper	_____	_____	_____
35) Discovering your interests and abilities	_____	_____	_____
36) Understanding other people	_____	_____	_____
37) Weight	_____	_____	_____
38) Amount of money you get for a weekly allowance	_____	_____	_____
39) Size of your feet	_____	_____	_____

For each of the following types of ability, how do you see yourself compared to other students your age? Check one of the spaces.

	Above Average	Average	Below Average	
40)	_____			Artistic ability
41)	_____			Musical ability
42)	_____			Mechanical ability
43)	_____			Working with numbers
44)	_____			Doing school work
45)	_____			Athletic ability
46)	_____			Reading ability
47)	_____			Writing ability
48)	_____			Speaking ability
49)	_____			Leadership ability
50)	_____			Getting along with others
51)	_____			Taking responsibility

Name _____ Hour _____

WHAT ARE "HOME LIFE SKILLS"

The following is a list of items which may or may not refer to home life skills. Please place a check in the column you feel best describes each item.

ITEM	Relates to "Home Life Skills"	Does not relate to "Home Life Skills"	I do not know if it relates to "Home Life Skills"	ITEM	Relates to "Home Life Skills"	Does not relate to "Home Life Skills"	I do not know if it relates to "Home Life Skills"
1. Sewing buttons on clothing				15. Learning to care for kitchen appliances			
2. Changing the chain on my bicycle				16. Learning about grooming			
3. Learning how to personalize my room				17. Counting calories			
4. Preparing and eating food				18. Learning how to operate the washing machine			
5. Learning the characteristics of children				19. Identifying my talents			
6. Learning to tie dye				20. Practicing good table manners			
7. Learning to operate the sewing machine				21. Studying characteristics of a good babysitter			
8. Understanding myself better				22. Understanding garment labels			
9. Working with the metric system				23. Learning about family relationships			
10. Learning about nutrition				24. Learning to choose my clothes			
11. Practicing good manners				25. Feeling I am important			
12. Learning about babysitting				26. Learning hand sewing			
13. Learning to play the piano				27. Learning to like school			
14. Planning meals				28. Choosing good colors for my clothes			

ITEM	Relates to "Home Life Skills"	Does not relate to "Home Life Skills"	I do not know if it relates to "Home Life Skills"	ITEM	Relates to "Home Life Skills"	Does not relate to "Home Life Skills"	I do not know if it relates to "Home Life Skills"
29. Learning about ecology and my environment				40. Choosing good toys for children			
30. Understanding career opportunities in home economics				41. Learning about dating			
31. Experimenting with floor plans				42. Understanding physical, emotional, social and intellectual development			
32. Identifying fabrics				43. Learning to arrange furniture			
33. Understanding parents, siblings, and friends				44. Reading poetry			
34. Learning to use skills like macrame, stitchery, etc.				45. Preparing foods of various cultures			
35. Becoming a wise shopper				46. Working with children			
36. Using leisure time wisely				47. Comparing items for the best buy			
37. Learning to use patterns for clothing				48. Learning to press clothing			
38. Swimming				49. Learning to be a good shopper			
39. Mending my clothes				50. Operating a power saw			

Name _____ Hour _____

WHAT IS HOME ECONOMICS?

	AREAS OF STUDY OR SKILLS LEARNED		RELATED JOBS	
FOODS			1.	4.
			2.	5.
			3.	6.
CHILD CARE			1.	4.
			2.	5.
			3.	6.
SEWING			1.	4.
			2.	5.
			3.	6.
APPEARANCE			1.	4.
			2.	5.
			3.	6.
PERSONAL DEVELOPMENT			1.	4.
			2.	5.
			3.	6.
HOUSING			1.	4.
			2.	5.
			3.	6.

Name _____ Hour _____

24-HOUR OBSERVATION

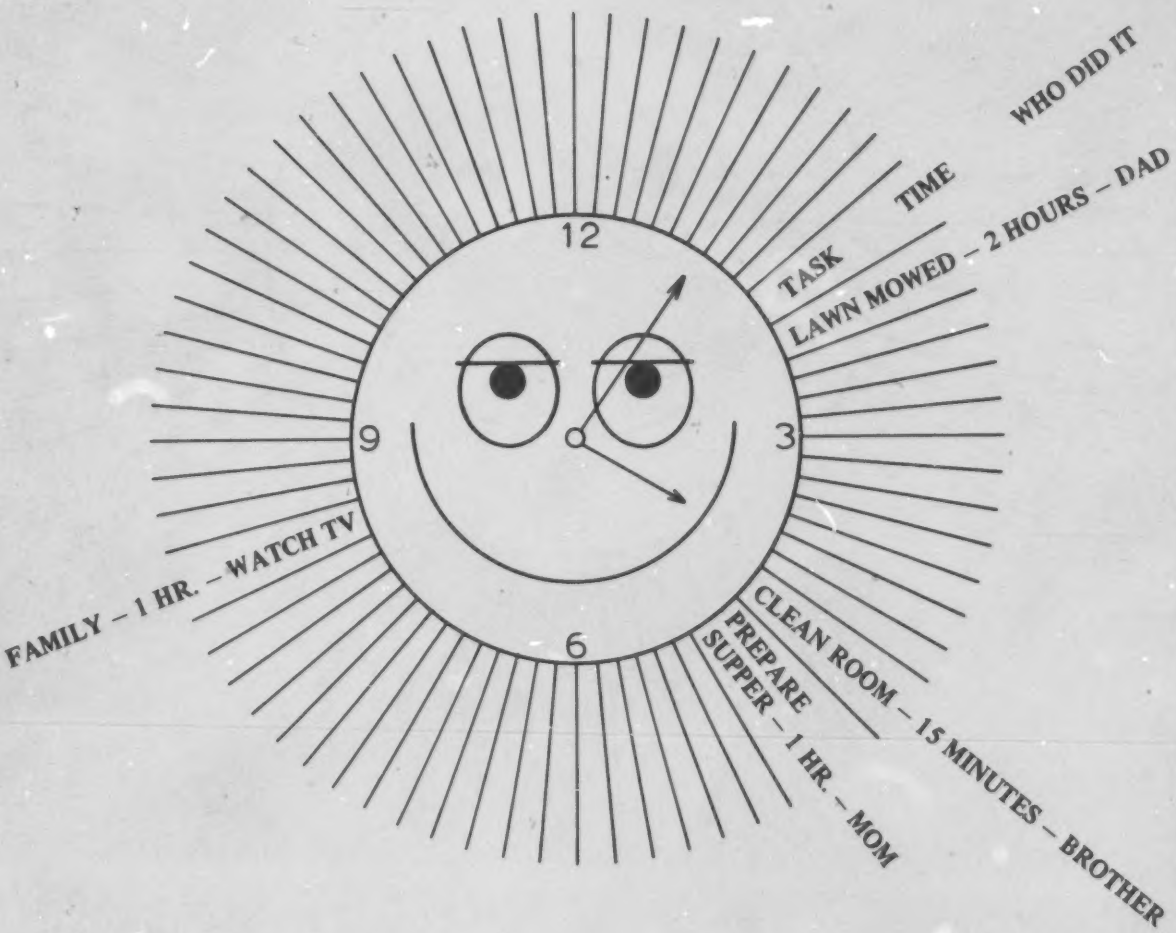
Choose a 24-hour period of time to keep a record of what the members of your family do to keep the home operating smoothly. You may find it difficult to know everyone's activities during the day; therefore, you may want to ask others in your family for help. If you are away from home during any of the time, ask someone to keep a record of all activities while you are away or ask about and record activities when you get home.

Record all of the activities on the observation form sheet. List the task performed, the amount of time spent on the task, and who performed the task.

You will also find a list of typical tasks that are done in a home. Not all tasks are done each day and you may find your family performs activities not on this list. The list is provided as an example of the duties required to operate a home. Please keep a very careful record of all activities done by family members.

Below is an example with only a few tasks written in so you will know how to record your observations.

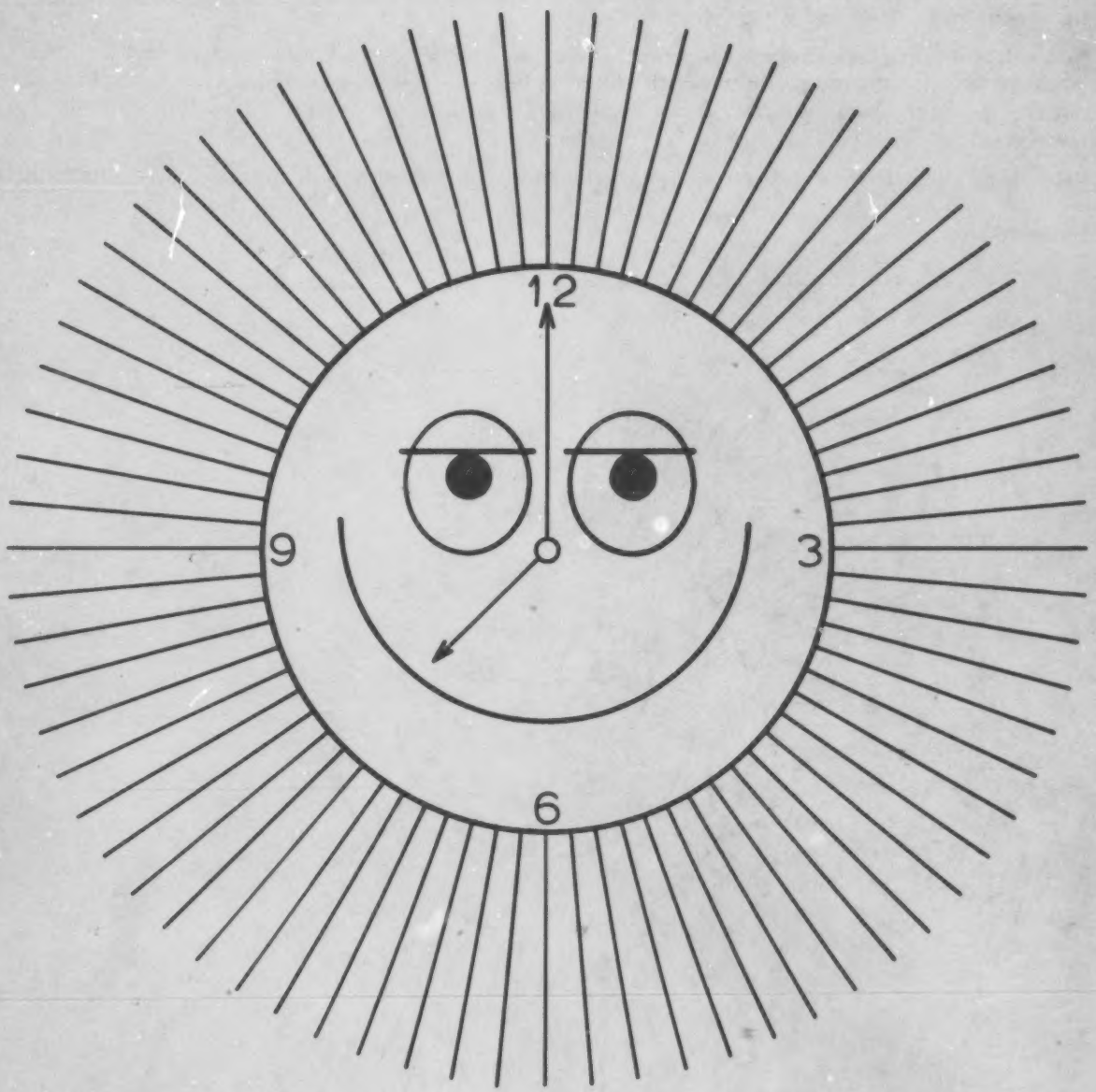
Example p.m.



Name _____ Hour _____

24-HOUR OBSERVATION FORM

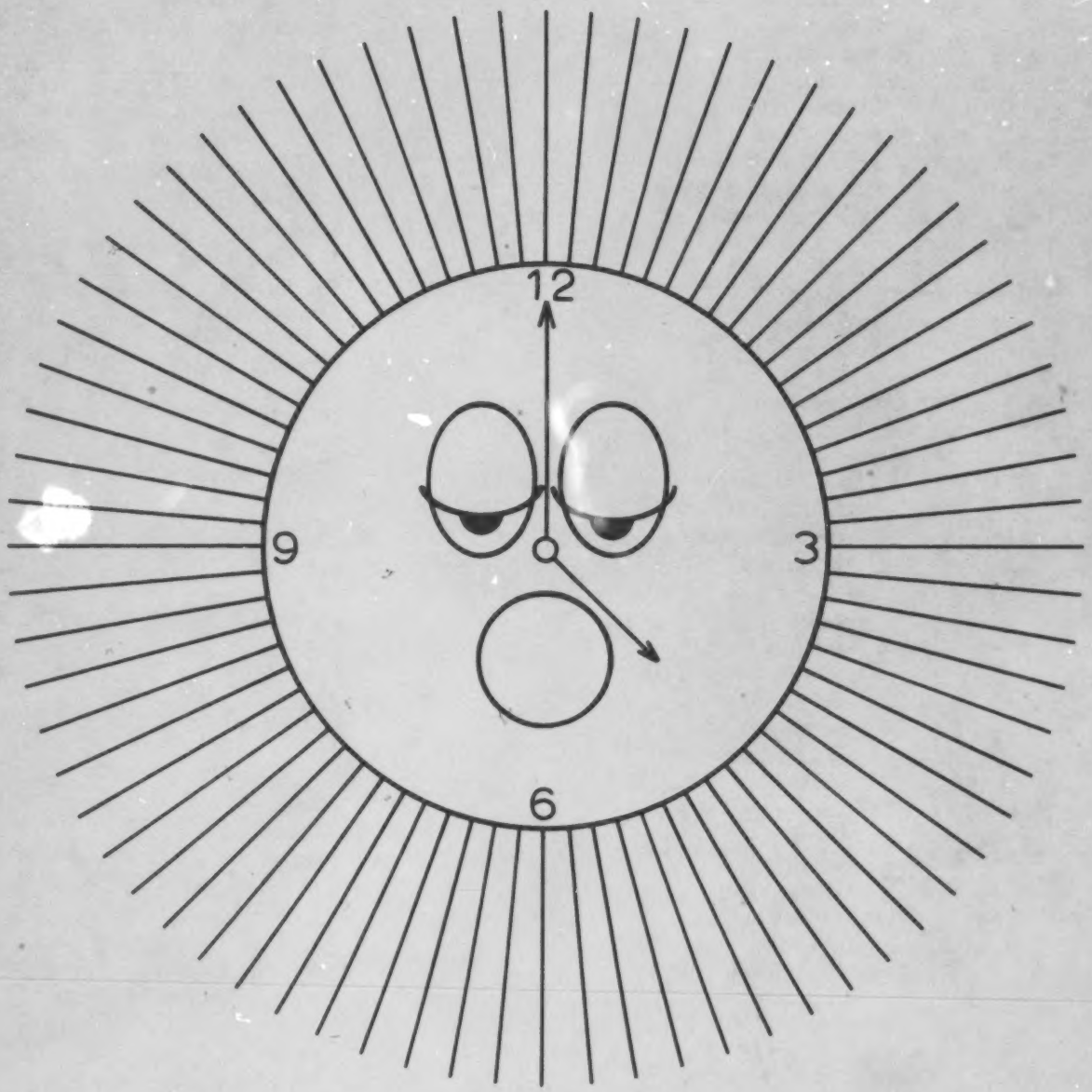
A.M.



Name _____ Hour _____

24-HOUR OBSERVATION FORM

P.M.



Name _____

Hour _____

TASK LIST

Food Preparation
- Planning menus
- Marketing
- Baking
- Cooking
- Setting table
- Snacking
- Eating
- Clearing table
- Doing dishes
- Loading dishwasher
- Unloading dishwasher
- Preserving foods

Child Care
- Bathing
- Dressing
- Feeding

Earning Money

Maintenance
- Caring for car
  - changing oil
  - washing & waxing
  - vacuuming
- Caring for lawn
  - planting
  - watering
  - mowing
  - raking
  - weeding
- Caring for trees and shrubs
- Caring for garden
  - planting
  - fertilizing
  - weeding
  - cultivating
  - harvesting
- Caring for sidewalk
  - shoveling
  - sweeping

Planning for Clothing
- Listing needs
- Purchasing
- Repairing
- Storing

Leisure Activities
- Watching T.V.
- Reading
- Visiting
- Talking with family
- Entertaining
- Phoning
- Working on crafts
- Playing games

Cleaning in House
- Vacuuming
- Mopping floors
- Wiping appliance and counters
- Washing windows
- Cleaning closets
- Picking up
- Dusting
- Making beds
- Taking out garbage

Laundry
- Sorting
- Spot removing
- Washing
- Drying
- Folding
- Putting away
- Pressing

Errands
- Banking
- Going to Post Office
- Keeping records
- Phoning
- Watering plants
- Writing letters and notes
- Paying bills
- Chauffering
- Budgeting

Other Activities

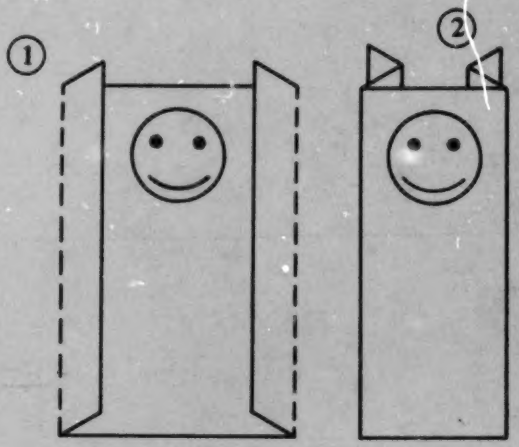
Name _____ Hour _____

MY FAMILY ACTIVITY

Place the envelopes that represent members of your family on the lines. You may not have six envelopes – perhaps your family can be represented by 2 or 3 envelopes.

INSTRUCTION SHEET FOR "MY FAMILY"

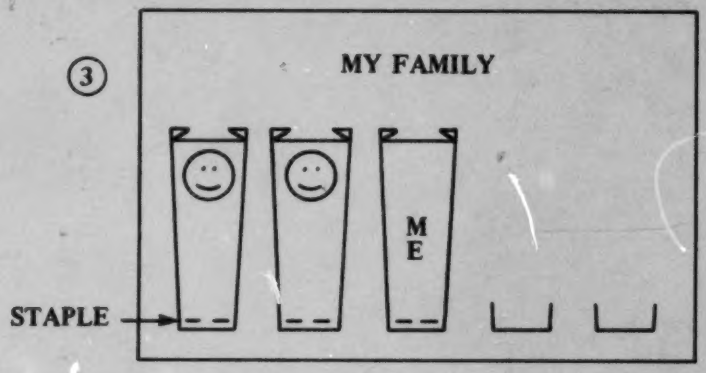
Cut out the envelopes on pages 15 and 16, that represent the family in which you live.

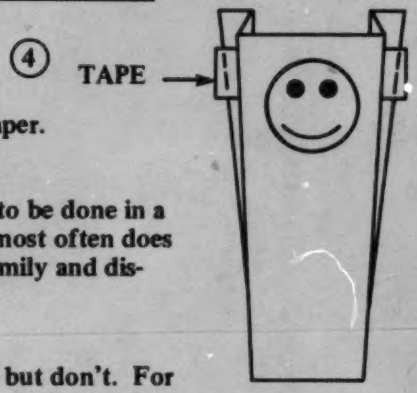


1. Fold the dotted lines in toward the face on both sides.

2. Then fold the solid line toward the back. (You will also be folding the first fold to the back.)

3. Place your envelope on the page that says "My Family Activity." Place the bottom of the envelopes on the lines shown on the paper. Staple or tape the bottom to the sheet.





4. Paste, glue or tape the under fold of the envelope to the paper.

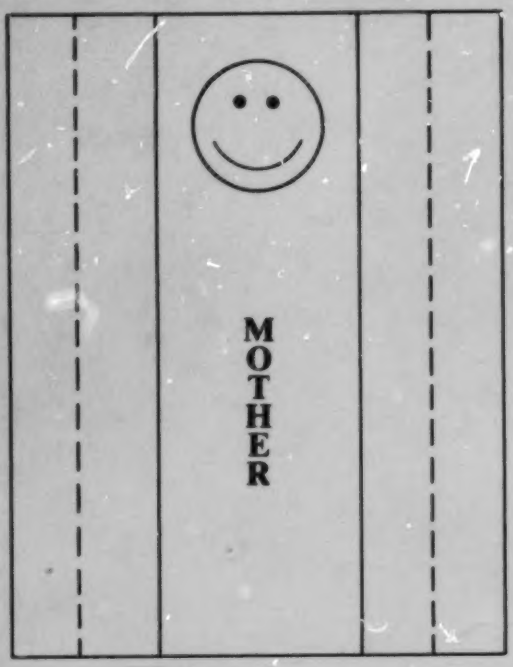
5. Cut out the slips which indicate the many jobs that need to be done in a household. Put them in the envelope of the person who most often does this job in your family. You may add cards to fit your family and discard those not used.

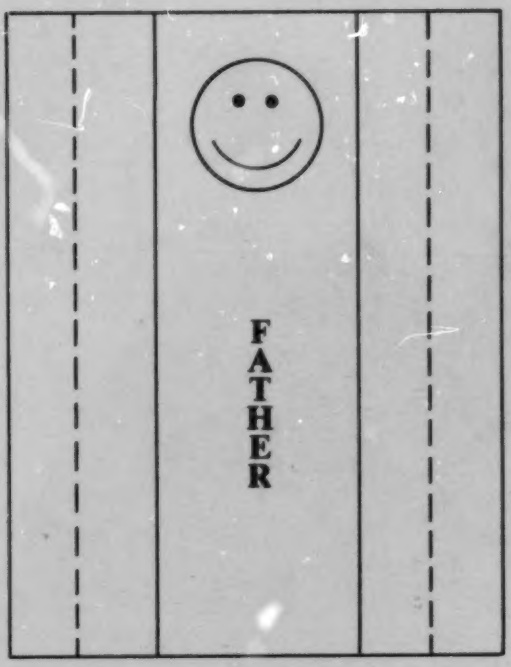
6. Now move the slips of things that you now are able to do but don't. For example: You could take out the garbage – even if that may be a task done by a younger brother or sister.

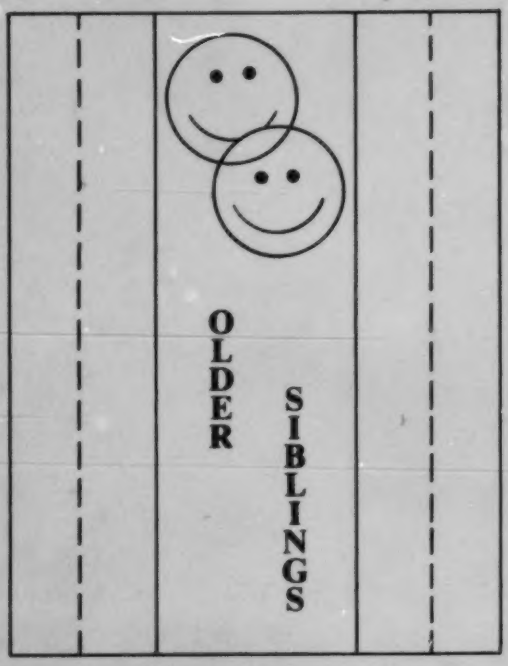
7. As the semester progresses you should be learning more "Home Life Skills" and thus be able to move more papers into your envelope.

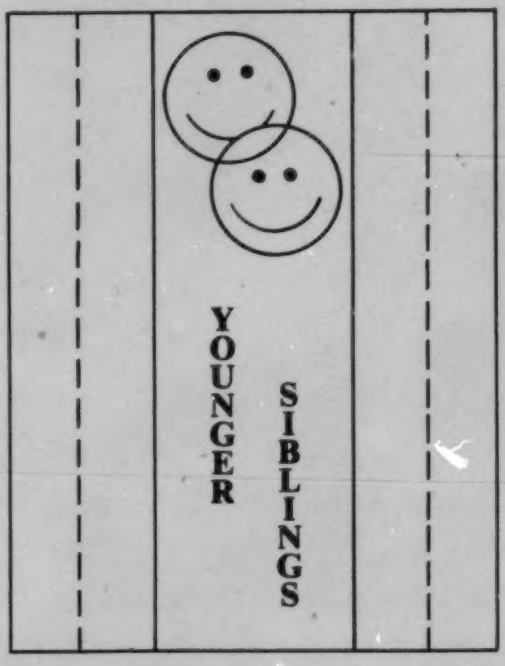
FAMILY ENVELOPES

Cut out the envelopes that represent your family. If you do not find one that you need, write the names you need on the blank envelopes.

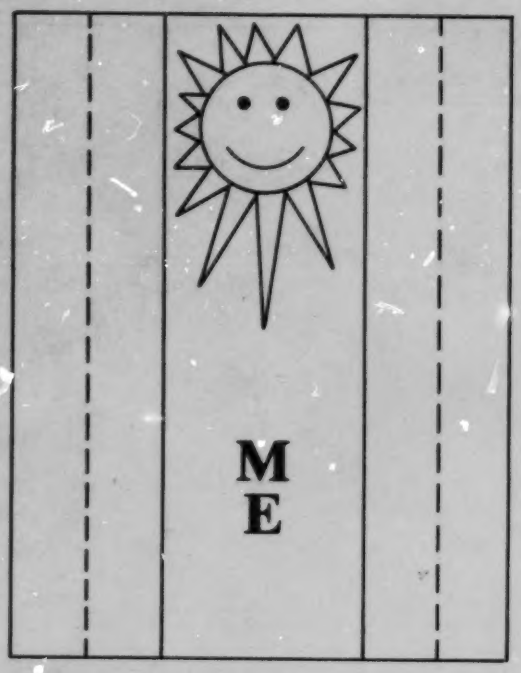


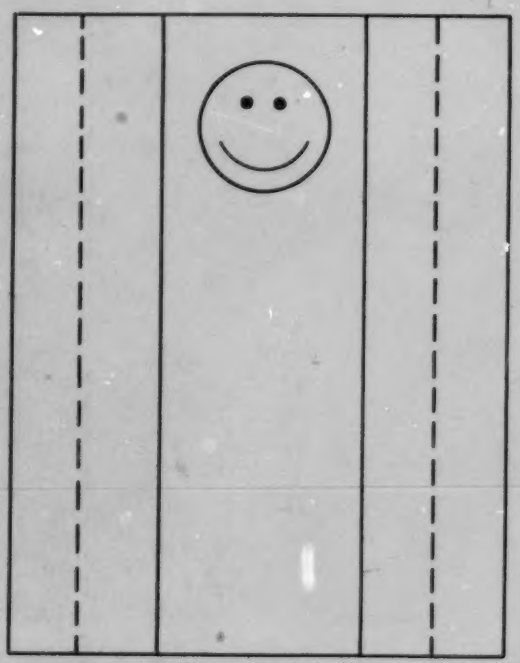


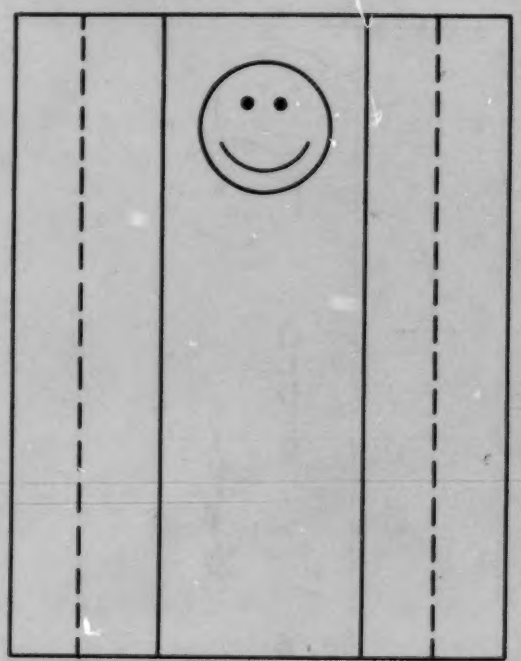




FAMILY ENVELOPES







Name _____ Hour _____

MY FAMILY ACTIVITY

Place the envelopes that represent members of your family on the lines. You may not have six envelopes – perhaps your family can be represented by 2 or 3 envelopes.

HOME LIFE SKILLS SLIPS

takes clothes to dry cleaner	sets table
washes clothes	serves guests
irons clothes	washes dishes
sews up rips or tears in clothing	puts dishes away
selects and buys clothes for me	selects and buys household equipment and appliances
sews on buttons	takes out garbage
plans menus	cleans the kitchen
shops for groceries	prepares snacks for children

prepares breakfast	changes sheets on beds
prepares lunch	vacuums the carpet
prepares dinner	washes floors
dusts and polishes furniture	plants garden
picks up around the house	shovels snow
cleans the bathroom	waters lawn
cleans & organizes closets	budgets available money
cares for baby or young children	budgets time
selects toys and books for children	earns money for food and housing
knows emergency procedures for babysitting	plans the rooms – decorating and furnishings
knows my talents and interests	paints, wallpapers and maintains the house

provides transportation	mows lawn
pays bills	takes care of banking
waters plants	washes and waxes car
maintains car – takes to garage, etc.	sorts clothing for laundry
makes snacks	selects and buys furniture for home

PERSONAL DEVELOPMENT

The personal development unit is planned to help students better understand themselves as growing, changing individuals who share basic needs and concerns with all people.

OBJECTIVES

I. To help students develop an awareness of their interests.

II. To help students develop an awareness of their talents.

III. To help students develop an understanding of the human needs common to all people.

IV. To help students develop an awareness of themselves as developing individuals.

V. To help students develop an awareness of how self-esteem can affect their continued growth.

SCOPE AND SEQUENCE (10 days)

I. Developing Awareness of Self. . . . . 5 days
   A. Interests
   B. Talents
   C. Needs

II. Growth. . . . . 5 days
   A. Areas of Growth
   B. Guiding Growth

PERSONAL DEVELOPMENT
COURSE PLAN OF ACTIVITIES AND RESOURCES

I. Developing an Awareness of Self (5 days)

A. Interests (1 day)

1. Introduce unit
2. Define interests through discussion
3. Students try to fill out sheet on interest types
   - What Are Your Interests? 36
4. Students fill out interest inventory
   - What Do I Like to Do? 37
5. Student analyzes inventory to find interest patterns
   - The Kinds of Things I Like Most ... 39

B. Talents (2 days)

1. Define talents by discussion and activities
   - Teacher Instructions for Talent Information 20
2. Students do talent worksheet
   - Parent-Teacher Letter 21
   - Be Your Own Talent Scout 40
3. Students complete worksheet and teacher and class chart goals
   - Super Dream, Here I Come 41
   - Super Dream Progress Chart (Sample) 42

C. Needs (2 days)

1. Activity to demonstrate needs
   - Teacher Instruction Sheet 23
2. Students read information sheet and do worksheet
   - We Are All Alike 43
3. Class discussion based on worksheet
4. Students play card game
   - Rummy Card Game 23

II. Growth (5 days)

A. Areas of Growth (2 days)

1. Students read information sheets
   - Growing Up 45
   - A Mature Person 46
2. Students do growth activity sheets and read thought exercise
   - Growing Up Physically 46
   - Growing Up Emotionally 48
   - Growing Up Socially 49
   - Growing Up Mentally 50
3. Students chart their growth.
   - How Am I Growing Up? 51

B. Guiding Growth (3 days)

1. Read biographies of famous people
   - Biographies 52
2. Students complete worksheet
   - Are Things Under Control? 53
3. Play game to show what things one can control in one's life
   - This Is Your Life Game 54
4. Discuss game
5. Students write autobiography concerning goals for the future
   - Guidelines for Autobiography 55

Teacher Instructions for Talent Information

(See 3b this section prior to beginning unit)

1) Identify what talents are by discussion.

2) Stress that we all have talents whether or not they are always apparent. As a simple example, have all the students write their names or sketch a picture using the hand they don't normally use. Compare this to their regular handwriting and point out that they have a "talented" hand.

3) Have students follow through the procedures on the worksheet "Be Your Own Talent Scout."

   a. Celebrity Quiz.
   The following names and stories can be used. Updating will be necessary to keep in step with students current "heroes" or "heroines."

Possible names to be used for discussion of talents:

Chris Evert	John F. Kennedy
Olga Korbut	Joe Namath
Cher	Henry Winkler (The Fonz)
Sally Struthers	Henry Kissinger

Possible quiz examples:

This person lived with her mother after her parents were divorced. She was quite unattractive as a youngster; in fact, she was very chubby and was nicknamed "Packy" for pachyderm. For several years she had a shiny silver front tooth and was told by a teacher to keep her mouth shut during the 7th grade class

play because she was blinding the audience! Who do you think it is?

Sally Struthers

This person enjoyed doing her homework while attending school. She loved to play with dolls and often did. One of the things that bothered her a lot was that she was always the shortest person in her class. This person has a bad stubborn streak that must have been showing the time in Texas when she was ordered a big batch of pancakes at a restaurant, poured a big bottle of ketchup over it, and proceeded to eat the whole thing. Who is she?

Olga Korbut

This person always tried to be the best athlete he could be, but his older brother was always just a little bit better. As a result the two brothers often fought and had terrible battles. This person, although not always the best in athletics, did manage to win a pie eating contest or two. Some other "outstanding qualities" this person possessed as a youngster were his keen ability to always have a messy room, his horrible spelling and his superb prank-playing that almost got him expelled from school. Who do you think it is?

John F. Kennedy

This person grew up in the "poor end" of his home town. To earn money he shined shoes and sold junk to a junk yard. (Often the junk was first stolen from the opposite end of the junk yard.) As a boy he played behind a laundry and the owner finally had to board up his window because it had been broken so many times by rocks, balls and other flying objects. Who do you think it is?

Joe Namath

b. Help from parents or teachers may be necessary to identify students' talents. The letter which follows can be used for this purpose. It will be necessary to send this home with students **prior to beginning the personal development unit.** If the letter is not returned from home, solicit help from other teachers. Attempt to keep the letter as confidential as possible without arousing too much interest on the part of the student.

c. "Super Dream." In writing the Super Dream, paragraph guidelines should be minimal allowing students to let their imaginations run. Hopefully, the dream will be fairly realistic, however.

4) Goal Setting

a. To discuss goal setting, have students volunteer to read their Super Dream and use as an example in determining how the dream or goal can be fulfilled.

b. Have students complete the worksheet, "Super Dream Here I Come."

c. A class chart (see example that follows) can be posted to check students' progress on individual goals.

To Parents, Guardians or Teachers of Seventh Grade Home Economics Students:

Students in seventh grade home economics classes are beginning a two week study of personal development as a part of our curriculum. It is our goal in this period to help the students to develop a positive attitude toward themselves by understanding their values, talents and interests. We believe that this information will help them in dealing with the problems so common to adolescents and encourage them to develop and work toward realistic and worthy goals for the future. This task is not an easy one and we are asking your help.

We have found that young people often find it difficult to identify anything "good" about themselves, such as talents or interests. For this reason we are soliciting your help. We would like you to complete the attached form telling us of two or three outstanding qualities of the student. This information will be used to help bolster the student's self-image and in no way will be used to needlessly embarrass or spotlight them.

It would be useful if this information were not shared with the student prior to its use in class. For this reason we are enclosing envelopes in which you may return the form via the student.

If you have any questions or comments about this unit, feel free to call us at school. Your help will be most appreciated by the Home Economics Department and by the student.

Sincerely,

Form for Parents or Guardians:

_____, exhibits the following outstanding talents, interests
(Student's Name)
or qualities:

_____

_____

_____

_____

which should be recognized as a part of his/her positive self-image.

Signed,

Form for Teachers:

_____, a student in my class, has shown me that he/she has the following outstanding talents, interests or other qualities which should be recognized as a part of his/her positive self-image.

_____

_____

_____

_____

Signed,

Teacher Instructions for Common Needs Lesson

The following are activities that can be used to demonstrate needs that are common to all people.

These activities must be carefully conducted; students who are to participate as individuals should be willing volunteers.

Possibility One:

"Lock" a student in a closet for several minutes while the remainder of the class discusses a current school activity or an upcoming social event. Have the student relate how she/he felt while separated from the class. Discuss how our common needs relate to this activity.

Possibility Two:

Arrange in advance with one student and a teacher to stage an event. The teacher could "storm" into the classroom to scold the student in front of the class and tell him/her he/she can no longer come to class. Have the students discuss the feelings (besides anger) that the individual would (or did) experience. Discuss the importance of feeling that things are okay and that we belong in the group.

Possibility Three:

Assign a much too difficult puzzle, math problem or crossword puzzle to the class so that no one can really accomplish the task. Discuss the importance of feeling that we can be successful.

"Needs" Rummy Card Game Instructions

Object of Games

To obtain a set of needs: 1 each for affection , adventure , achievement and security . The set of four needs must be the same color. (See note below)

Playing Instructions:

There should be four players per deck. Remove crisis cards from deck before shuffling. The dealer shuffles the deck and deals five cards to each player. Return crisis cards, reshuffle and stack remaining cards face down in center of table to form the drawing deck; top card is turned over to start discard pile. Player to left of the dealer starts play. Play progresses as each player draws a card from the deck (or the top card from the discard pile) and then discards one of his cards. The first person to get a complete set shows the cards and wins.

Crisis Cards:

Upon drawing a crisis card the player reads it out loud and follows the instructions on the card. If they do not have the necessary card, they simply lose their next turn.

Note:

In constructing playing cards, it is necessary that the card backs are all the same color so players are unable to see what color they are getting. (See color notations on each sheet of cards.)

Back with cardboard if desired before cutting out cards.

Run off using color one. One page for each deck.

AFFECTION

Your loving dog, Fido, meets you every day at the door with a big loving lick across the face.

AFFECTION

Your best friend slaps you on the back in the hall – a sign of real affection! ? ! ?

ACHIEVEMENT

Your prize cucumber wins a blue ribbon at the fair!

Congratulations!

ACHIEVEMENT

You get your first A plus in Math.

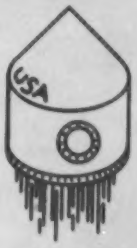
Wow!

SECURITY

You finally give up Porky the piggybank and open a savings account.

SECURITY

You take a judo and self-defense class before your family moves to New York City.



ADVENTURE

You discover a new store that has 15-scoop hot fudge sundaes for only $1.50.

Happy stomach pains!

ADVENTURE

You win a five-day all expense trip to the Super Bowl.

Back with cardboard if desired before cutting out cards.

Run off using color two. One page for each deck.

AFFECTION

Your mom reminds you to wear your mittens (it's really because she loves you!)

AFFECTION

The girl/boy next to you in social studies gives you a stick of gum -- be careful, it could be true love!

ACHIEVEMENT

Your hockey team wins the playoffs. (Watch out North Stars, here you come!)

ACHIEVEMENT

You win a stuffed toy at the fair (and it only took you $10.00).

SECURITY

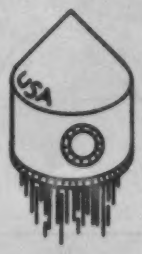
You get a new $29.00 fail-proof lock for your 10-speed.

SECURITY

You've found a safe hiding place for the shirt that your sister/brother is always borrowing.

ADVENTURE

You decide to see the movie, "Adventures in Lower Milwaukee" starring the "Fonz."



ADVENTURE

You take a bus trip to Duluth all by yourself!

Back with cardboard if desired before cutting out cards.

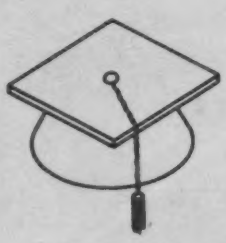
Run off using color three. One page for each deck.

AFFECTION

You call your girl/boy friend to say, "Hi, beautiful" – and realize it's her/his Dad you are talking to.

AFFECTION

You bring an apple to the teacher – do you have a crush on him/her?

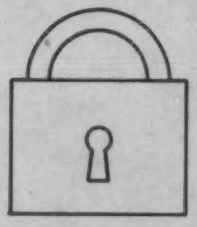


ACHIEVEMENT

You manage to walk all 30 miles of the walk-a-thon. Congratulations! (Please don't take your shoes off.)

ACHIEVEMENT

You finally get the right answer to the Math problem (on your 32nd try).

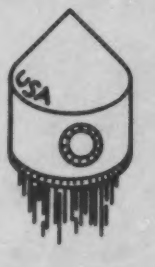


SECURITY

You are home alone, a burglar is breaking in, but Fido (Superdog) is at your side.

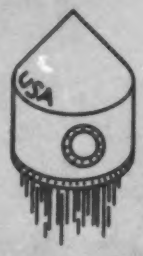
SECURITY

You are going camping up north in August – and you have 25 yards of mosquito netting.



ADVENTURE

You signed up for a sky-diving course! (Your Mom doesn't know about it yet.)



ADVENTURE

Your first babysitting job is with four boys all under the age of four. Good luck!

Back with cardboard if desired before cutting out cards.

Run off using a color four. One page for each deck.

AFFECTION

You take your baby sister for a ride in the wagon. (You really do kind of like her even if she is wet all the time.)

AFFECTION

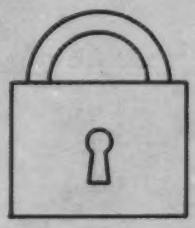
Your Dad comes home from a business trip with a new set of jacks for you. (He means well but just can't get it in his head that you're getting older!)

ACHIEVEMENT

You get a B in gym – last quarter you failed.

ACHIEVEMENT

You win the award for the best gum snapper in your class! ? ! ?



SECURITY

You finish your history report three days before it's due.

Amazing!

SECURITY

You discover five dollars hidden in a sock that you had forgotten about.

ADVENTURE

You become the first person to land on the sun. (Of course that's crazy – but what an adventure!)

ADVENTURE

You discover a book of your baby pictures up in the attic – weren't you a cutey!

Back with cardboard if desired before cutting out cards. Run off using color five. One page for each deck.	 Your mother and father reject you – put back an affection card and loose a turn while you wait in the orphanage to be adopted.	 Your girl/boy friend "dumps" you – put back an affection card and lose a turn while you sit at home and cry for a week.
 Somebody steals your security blanket – put back a security card and lose a turn while you stay in the house for three days and recover from the hives.	 Somebody breaks into your house and steals your favorite Elton John album (and stereo) – put back a security card and lose a turn – you're in a state of shock.	 You flunk your science test – put back an achievement card – lose a turn – you're grounded for a week.
 You missed the chance to score the winning point – return an achievement card and lose a turn – you've been benched.	 You break your leg on the way to the airport to leave on a skiing trip to Vail, Colorado. Put back an adventure card – lose a turn and a nice skiing trip.	 You try smoking for the first time – put back an adventure card and lose a turn while you are home recuperating from the horrible, disgusting taste.

Back with cardboard if desired before cutting out cards.

Run off using color five. One page for each deck.

AFFECTION

Your loving grandmother sends you a beautiful birthday card. (50c for the tenth year in a row, hasn't she heard about inflation!)

AFFECTION

Your girl/boyfriend gives you a little kiss on the lips – be careful of those braces – they can be big trouble.

ACHIEVEMENT

Fido (Superdog) wins "top dog" in the community show – and you were his trainer!

ACHIEVEMENT

Your older sister is chosen homecoming queen. Why not – she's as gorgeous as you are!

SECURITY

You will finally be able to remember your locker combination for the first time ever – the numbers are the same as your birthday.

SECURITY

Your dad is giving your mom a dishwasher for Christmas – good-bye dish pan hands!

ADVENTURE

You decide to get your initials tatooed on the bottoms of your feet. (Better remember to keep your bare feet off the coffee table.)

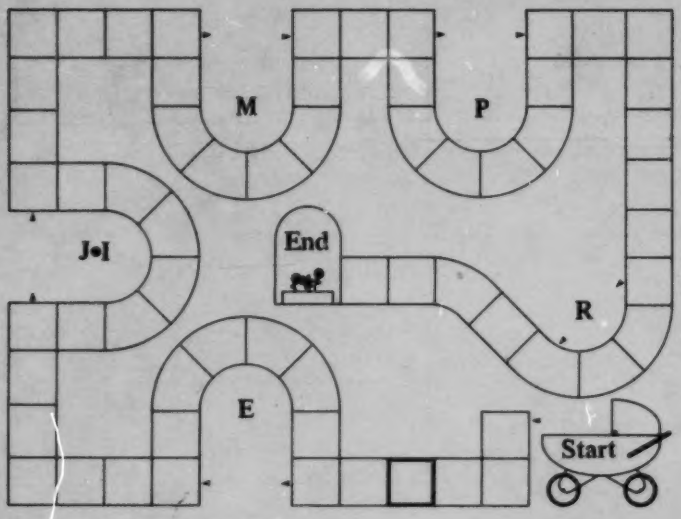
ADVENTURE

You decide to get one of those curly-haired permanents (and your parents are paying for it, for the priviledge of seeing your eyes and ears again).

This is Your Life Game

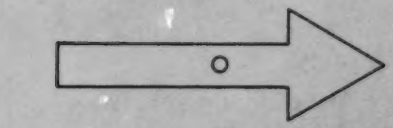
Construction Information

Cut out four game board sections. Attach as shown below. Glue sheels in place on game board. Attach spinners to centers using paper fasteners. Spinners should be backed with heavy paper.



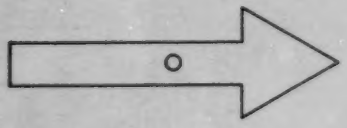
EDUCATION WHEEL (E)

(1974 Statistics from "Statistical Abstract")



JOB & INCOME WHEEL (J & D)

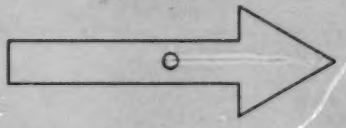
(1972 Family Income Statistics from "Statistical Abstract")

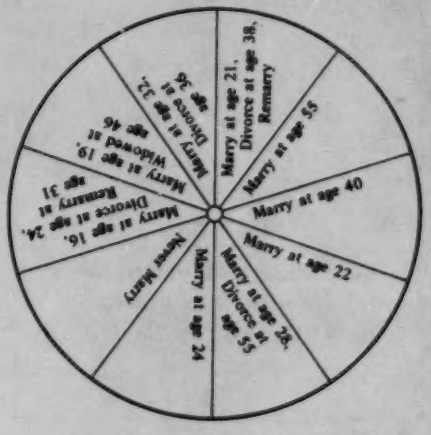


$17,800 Per Year School Principal
Under $4,000 Per Year Dishwasher
$24,000 Per Year Veterinarian
$7,100 Per Year Secretary
$150,000 Per Year Professional Athlete
$10,200 Per Year Teacher
$5,500 Per Year Bookkeeper
$11,500 Per Year Factory Worker
$14,999 Per Year Accountant
$6,500 Per Year Farmer

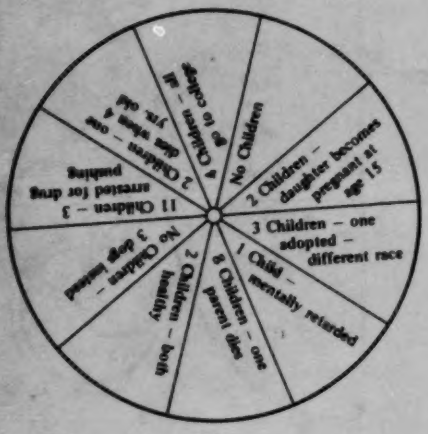
MARITAL STATUS (M)

(9 out of 10 marry, 4 out of 10 divorce . . . "Statistical Abstract")

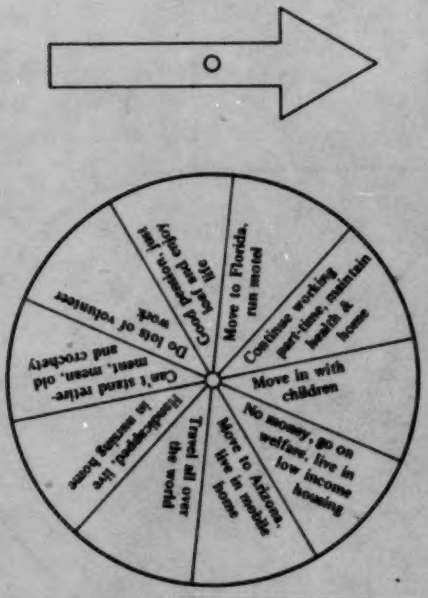



Marry at age 21, Divorce at age 38, Remarry
Marry at age 55
Marry at age 40
Marry at age 22
Marry at age 24, Divorce at age 55
Never Marry
Marry at age 16, Divorce at age 24, Remarry at age 31
Marry at age 19, Widowed at age 46
Marry at age 32, Divorce at age 36

PARENTAL STATUS (P)


No Children
2 Children – daughter becomes pregnant at age 15
3 Children – one adopted – different race
1 Child – mentally retarded
5 Children – one parent dies
2 Children – both boys
No Children – 3 dogs barked
11 Children – 3 arrested for drug peddling
3 Children – one dies when 5 yrs. old
4 Children – all go to college

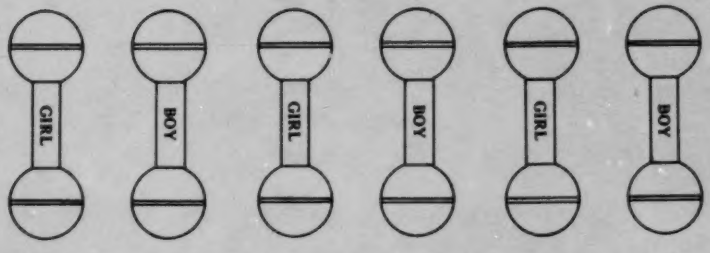
RETIREMENT (R)


Move to Florida, run motel
Continue working part-time, maintain health & home
Move in with children
No money, go on welfare, live in low income housing
Move to Arizona, live in mobile home
Travel all over the world
Handicapped, live in nursing home
Can't stand retirement, mean, old and crotchety
Do lots of volunteer work
Good pension, live half and enjoy life

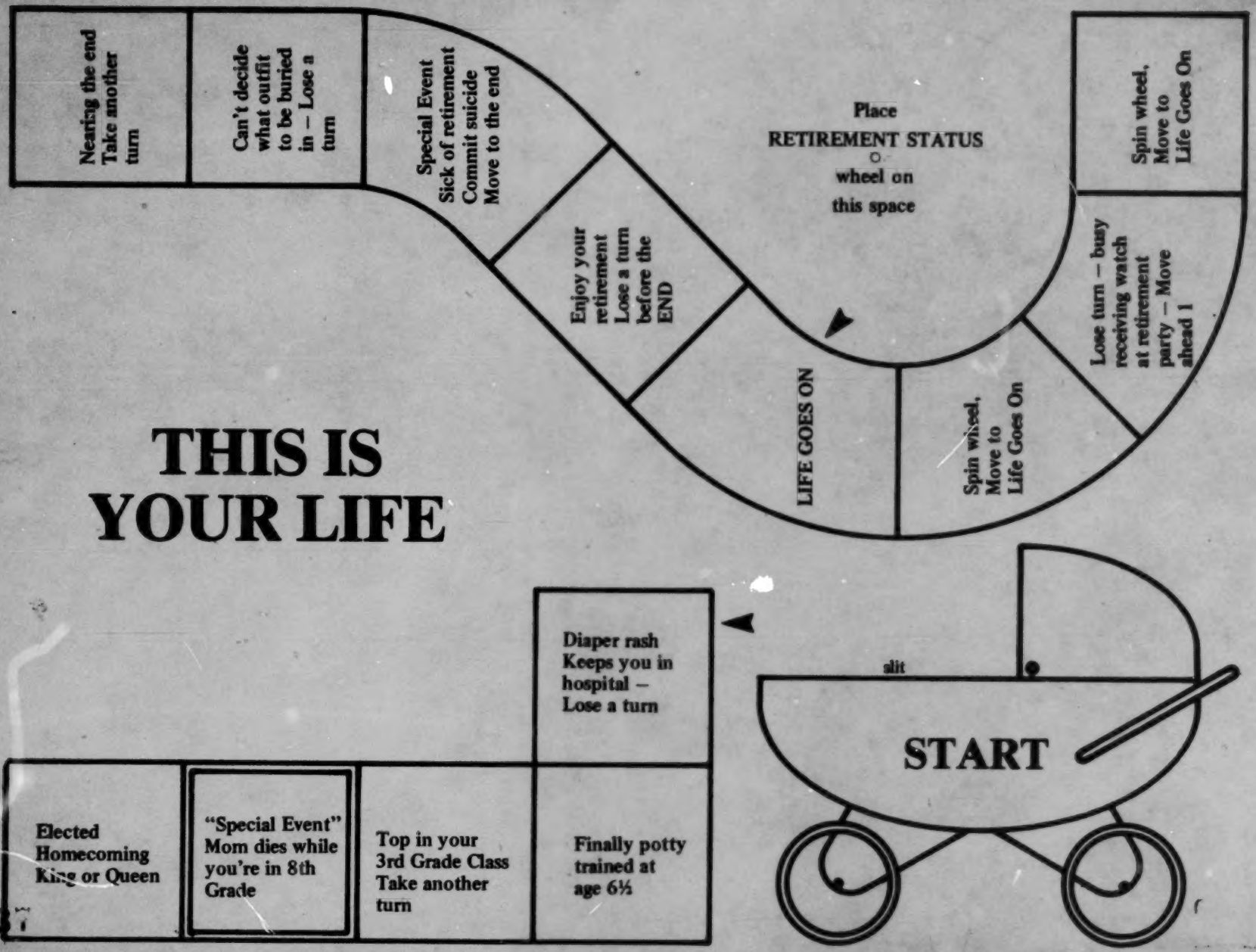
PLAYING INSTRUCTIONS

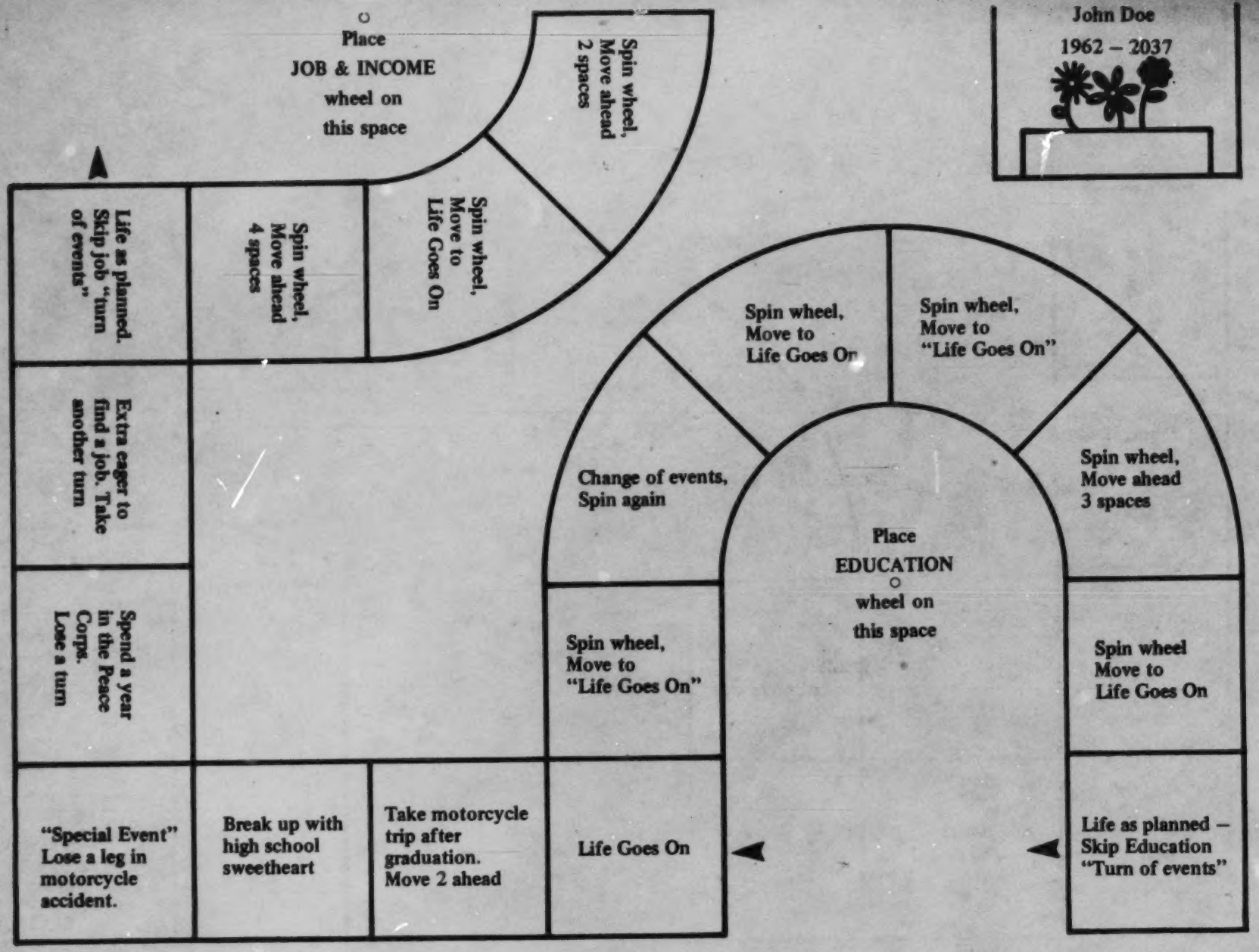
This game can be played by two or more players. (Six is an ideal number.) Each student is given a "This is Your Life" sheet (see page 54) and complete the left column. "The Future As You See It." Beginning at "Start," each student rolls a die and moves his/her rattle that number of spaces. Changes in his/her life are recorded in the right column of the "This Is Your Life" sheet. The questions on the student sheet can be used to stimulate follow-up discussion.

PLAYING PIECES – Each player chooses a rattle from the "buggy" before starting. Put "rattles" face down in baby buggy to start game. Mount in different colors.



THIS IS YOUR LIFE


Nearing the end Take another turn
Can't decide what outfit to be buried in – Lose a turn
Special Event Sick of retirement Commit suicide Move to the end
Enjoy your retirement Lose a turn before the END
LIFE GOES ON
Spin wheel, Move to Life Goes On
Lose turn – busy receiving watch at retirement party – Move ahead 1
Spin wheel, Move to Life Goes On
Place RETIREMENT STATUS wheel on this space
Diaper rash Keeps you in hospital – Lose a turn
Finally potty trained at age 6½
Top in your 3rd Grade Class Take another turn
"Special Event" Mom dies while you're in 8th Grade
Elected Homecoming King or Queen
slit
START


Place
JOB & INCOME
wheel on
this space
Spin wheel,
Move ahead
2 spaces
Spin wheel,
Move to
Life Goes On
Spin wheel,
Move ahead
4 spaces
Life as planned.
Skip job "turn
of events"
Extra eager to
find a job. Take
another turn
Spend a year
in the Peace
Corps.
Lose a turn
"Special Event"
Lose a leg in
motorcycle
accident.
Break up with
high school
sweetheart
Take motorcycle
trip after
graduation.
Move 2 ahead
Life Goes On
John Doe
1962 – 2037
Spin wheel,
Move to
Life Goes On
Spin wheel,
Move to
"Life Goes On"
Change of events,
Spin again
Spin wheel,
Move ahead
3 spaces
Place
EDUCATION
wheel on
this space
Spin wheel,
Move to
"Life Goes On"
Spin wheel
Move to
Life Goes On
Life as planned –
Skip Education
"Turn of events"

39

40

Place
PARENTAL STATUS
○
wheel on
this space

Spin wheel,
Move to
"Life Goes On"

"Special Event"
Die suddenly at
age 48 –
Go to the END

Kept in
suspense –
Wait a turn
then move 3
ahead

Spin wheel,
Move to
Life Goes On

Spin wheel,
Move to
Life Goes On

Life as
Planned
Skip parent
"turn of
events"

"Special Event"
House burns
down –
Lose everything
and a turn

Life Goes On

Get skinny,
lose 50 pounds

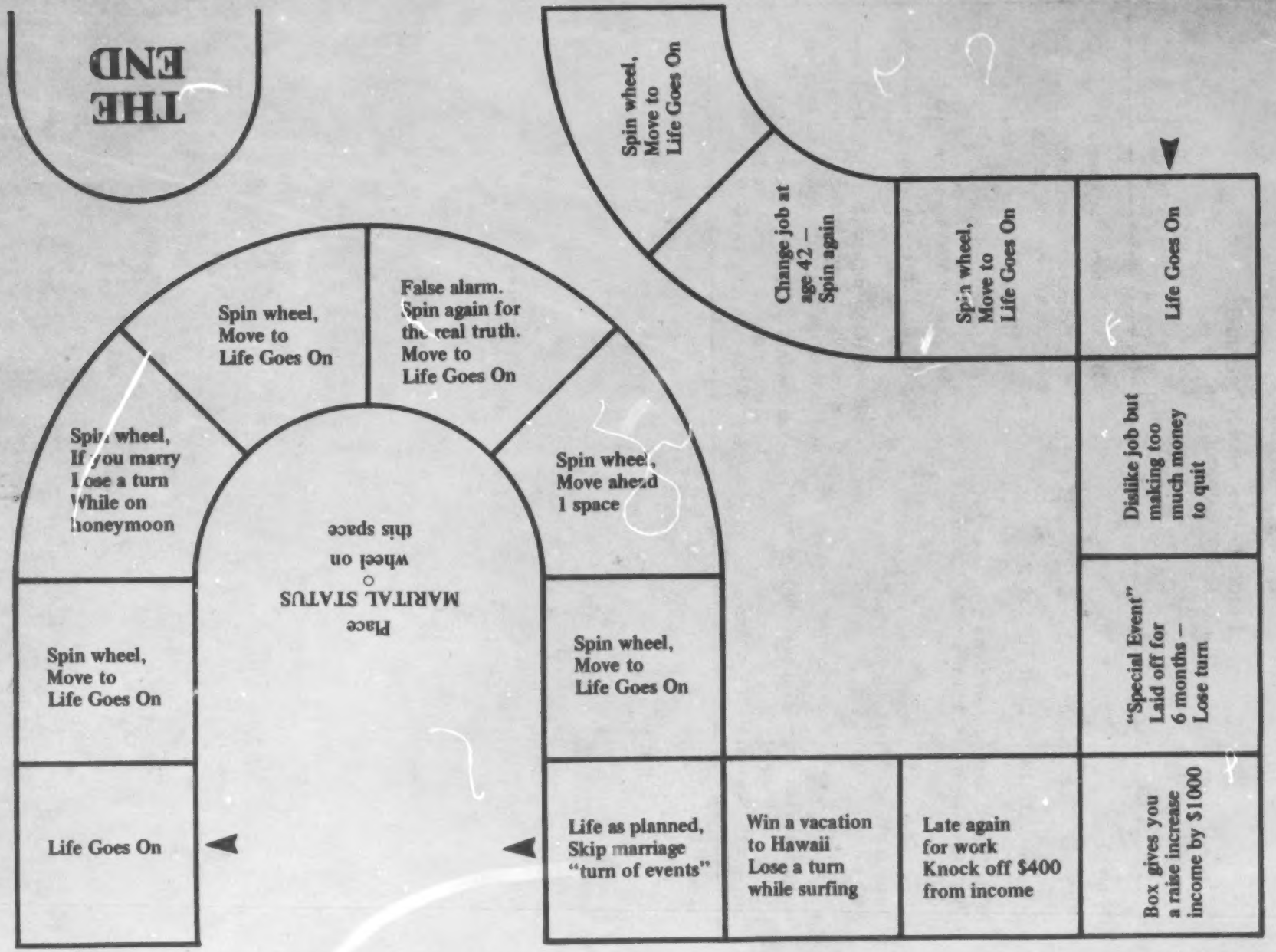
Either move
to Kansas
or lose your
job.

Son or
Daughter
wins Soap
Box Derby

"Special
Event"
Your parents
die and leave
you $27,000

Ready for
retirement,
take another
turn

Life as
Planned,
Move to
Life Goes On


THE END
Spin wheel, Move to Life Goes On
Change job at age 42 – Spin again
Spin wheel, Move to Life Goes On
Life Goes On
Dislike job but making too much money to quit
"Special Event" Laid off for 6 months – Lose turn
Box gives you a raise increase income by $1000
Late again for work Knock off $400 from income
Win a vacation to Hawaii Lose a turn while surfing
Life as planned, Skip marriage "turn of events"
Spin wheel, Move to Life Goes On
Spin wheel, Move ahead 1 space
False alarm. Spin again for the real truth. Move to Life Goes On
Spin wheel, Move to Life Goes On
Spin wheel, If you marry Lose a turn While on honeymoon
Spin wheel, Move to Life Goes On
Life Goes On
Place wheel on this space
MARITAL STATUS

35

43

44

Name_____

Hour_____

WHAT ARE YOUR INTERESTS?

What do you like to do? What are your interests? Do people's interests tell them anything about themselves?

Listed below are 11 general categories of people's interests. Which of these do you think describes your interests?

_____ 1) Creative – dance, drama, music

_____ 2) Literary – writing, reading, poetry, movies

_____ 3) Science, Math – technology

_____ 4) Mechanics – construction

_____ 5) Home related activities – cooking, cleaning, sewing, baking

_____ 6) Hobbies – games, puzzles

_____ 7) Clubs – group work

_____ 8) Agricultural – horticultural

_____ 9) Reflective – thoughtful, imaginative

It probably is very difficult to decide which categories best describe your interests. Perhaps it seems that none of them describe things that

A helpful tool to finding out something kinds of things you like to do is the in tory, "What Do I Like To Do?"

Name_____

Hour_____

WHAT DO I LIKE TO DO?

This is a list of words and phrases which describe interests of people, particularly junior high students. If the word describes an interest you have, check it. If it does not interest you or you do not understand the term, do not check it. The letters have nothing to do with your choices.

P	B	_____	1. acting
	J	_____	2. animals
	F	_____	3. arranging flowers
P		_____	4. badminton
	H	_____	5. collecting butterflies
P	G	_____	6. bowling
P	G	_____	7. basketball
	F	_____	8. baking
	J	_____	9. birds
	E	_____	10. building models
X	G	_____	11. biking
X	G	_____	12. boating or canoeing
	C	_____	13. reading books
	C	_____	14. writing books
P	F	_____	15. babysitting
	B	_____	16. ballet
P	I	_____	17. boy scouts
	H	_____	18. crossword puzzles
	A	_____	19. wood carving
	F	_____	20. crocheting
	F	_____	21. cooking
	F	_____	22. candy and cookie making
	E	_____	23. cars
	H	_____	24. coins
	D	_____	25. chemistry
	H	_____	26. chess
P	H	_____	27. card games
	J	_____	28. cats
P	D	_____	29. C B radio
P	I	_____	30. chatting with friends
	H	_____	31. candle making
P	B	_____	32. going to concerts
	F	_____	33. cleaning house
	D	_____	34. computer programming
	E	_____	35. fixing motors
	A	_____	36. drawing cartoons
P	H	_____	37. doing card tricks
P	I	_____	38. church groups
P	B	_____	39. dancing
	K	_____	40. dolls
	J	_____	41. training dogs
	A	_____	42. designing clothes
	A	_____	43. decorating rooms
	A	_____	44. keeping a diary
	A	_____	45. embroidery
X	D	_____	46. electricity
X	G	_____	47. fishing or hunting
P	G	_____	48. football or soccer
	E	_____	49. furniture refinishing
	J	_____	50. gardening
P	G	_____	51. gymnastics or tumbling
X	G	_____	52. golfing
	K	_____	53. making up games
	B	_____	54. playing guitar
P	I	_____	55. girl scouts
	E	_____	56. gas engines
P	G	_____	57. hockey
	J	_____	58. horseback riding
	J	_____	59. raising horses
	J	_____	60. house plants

P	I	_____ 61.	4-H
X	G	_____ 62.	ice skating
	H	_____ 63.	collecting insects
P	J	_____ 64.	making jokes
	A	_____ 65.	jewelry making
	F	_____ 66.	knitting
X	K	_____ 67.	listening to records
X	K	_____ 68.	listening to radio
	D	_____ 69.	logic (story problems)
	C	_____ 70.	letter writing
	A	_____ 71.	macrame
	K	_____ 72.	going to museums
X	C	_____ 73.	movies
	B	_____ 74.	playing musical instruments
	B	_____ 75.	modeling clothes
	A	_____ 76.	make-up
P	H	_____ 77.	playing games like monopoly
	E	_____ 78.	mini bikes
	E	_____ 79.	mechanical drawing
X	K	_____ 80.	magic tricks
	K	_____ 81.	meditation
	A	_____ 82.	needlepoint
X	I	_____ 83.	organizing activities
P	B	_____ 84.	orchestra
	E	_____ 85.	jigsaw puzzles
	A	_____ 86.	photography
	C	_____ 87.	writing plays
X	C	_____ 88.	going to plays
P	B	_____ 89.	giving plays
	K	_____ 90.	puppets
	A	_____ 91.	printing pictures
	G	_____ 92.	ping pong
	A	_____ 93.	pottery
P	H	_____ 94.	pool
	B	_____ 95.	playing piano
P	I	_____ 96.	paper route
	C	_____ 97.	reading poetry
	G	_____ 98.	skiing x-country or downhill
	C	_____ 99.	writing poetry
	F	_____ 100.	quilting
X	G	_____ 101.	roller skating
	D	_____ 102.	rocketry
	D	_____ 103.	radios
	E	_____ 104.	model railroading
	H	_____ 105.	rock collecting
X	E	_____ 106.	ham radio
P	G	_____ 107.	softball or baseball
	H	_____ 108.	stamp collecting
	F	_____ 109.	sewing
X	G	_____ 110.	swimming
X	B	_____ 111.	singing
	A	_____ 112.	sculpting
X	G	_____ 113.	snowmobiling
P	C	_____ 114.	giving speeches
	G	_____ 115.	track
X	K	_____ 116.	watching TV
X	G	_____ 117.	tennis
	D	_____ 118.	telescopes
	D	_____ 119.	astronomy
	G	_____ 120.	baton twirling
P	G	_____ 121.	volleyball
	B	_____ 122.	ventriloquism
	G	_____ 123.	wrestling
	A	_____ 124.	weaving
	G	_____ 125.	water skiing
X	D	_____ 126.	going to nature center
P	I	_____ 127.	candy striping at a hospital
P	I	_____ 128.	working on student council
X	I	_____ 129.	raising money for the needy
	J	_____ 130.	taking care of animals

Name _____ Hour _____

THE KINDS OF THINGS I LIKE MOST

To find out some information about your interests, look at your interest inventory, "What Do I Like to Do?"

1) **Count the number of P's that are in the 1st column next to items you checked. Record in the chart below. Do not count X's.**
2) **Count the number of blank spaces in the 1st column next to the items you checked. Record in the chart below. Do not count X's.**
3) **Count the number of A's, B's, etc. in the 2nd column and record in the chart.**

P	Interests that involve other people
Blank	Prefer to do things alone or with one or two people
A	Artistic – painting, sculpture, pottery
B	Creative – drama, dance, music
C	Literary – writing, reading, poetry, movies
D	Scientific – science, math, technology
E	Mechanics – construction, maintenance
F	Home related activities
G	Athletics
H	Hobbies – games, puzzles
I	Clubs – group work
J	Agricultural – horticultural
K	Reflective – imaginative, thoughtful

1) **Do most of your interests involve many other people?**
2) **In what category do you seem to have the most interests?**
3) **What are some other things you can think of that you might want to try in these categories?**
4) **Can you think of any jobs that would relate to the categories in which you seem to have the most interests?**

Name_____

Hour_____

BE YOUR OWN TALENT SCOUT

Having trouble deciding what your talents are? You don't think you have any? Well, think again. But first let's look at some famous people and their talents.

Directions: Your teacher has written the names of several famous persons on the board. List them below. After each name, list at least one or two talents which that person has.

Name of Person	Talents

Now, listen as your teacher reads a true story about some of these people. Who is it about? Put your guess in the space provided.

	Your Guess
Story 1	_____
Story 2	_____
Story 3	_____
Story 4	_____

Surprised? Sometimes our talents aren't always apparent. Maybe some of yours are hidden sometimes. Do some serious thinking and list your talents below.

_____ _____

_____ _____

_____ _____

Having trouble? If you are or if you're wondering how others would describe your talents, check with with your teacher. She has done some checking with people who know you and can tell you what they said your talents were. List them below.

_____ _____

_____ _____

Maybe you didn't even know you had these talents!

Name _____ Hour _____

BE YOUR OWN TALENT SCOUT

What can you do with these talents? Well, that's really up to you. Maybe a talent in math will help you to become the first banker on the moon. Maybe your leadership qualities will help you to be elected president of the world. Far fetched? Maybe not. Put your imagination to work and write a short paragraph about your "Super Dream" for the future. Remember your talents and interests should be kept in mind when deciding upon your "Super Dream."

My Super Dream

_____

_____

_____

_____

_____

Name _____ Hour _____

SUPER DREAM HERE I COME!

How are you going to achieve your Super Dream? It will take some work and some goal setting. Some of your goals may be for the distant future, some may be for the immediate future. Below you will set two or more goals and write how you plan to accomplish each goal. Your immediate goal will be put on a chart and checked at the end of this unit of study. This is your chance to really see some progress made at fulfilling your drams for the future.

Directions: Write your goals below. Use the following example to help you.

Goal: I will practice becoming a friendlier person. (This might help you to become a better doctor or nurse.)

How to accomplish this goal: To accomplish this goal I will say hello to two people I do not know well in school every day.

How to check on this goal: I will have one of my close friends check on my progress every day.

Your Goal for the Immediate Future

Goal: _____

_____

How to accomplish this goal: _____

_____

How to check on this goal: _____

_____

Your Goal for the Distant Future

Goal: _____

_____

How to accomplish this goal: _____

_____

How to check on this goal: _____

_____

Any Other Goals

Goal: _____

_____

How to accomplish this goal: _____

How to check on this goal: _____

"SUPER DREAM" HERE I COME PROGRESS CHART

STUDENT	GOAL	METHOD	DAY 1	2	3	4	5	6	7	SUCCESS?
			Check if Completed							

Name_____

Hour_____

WE ARE ALL ALIKE

You can see how different from each other we all are. We look different, we have different interests, we have different talents and we've all had different experiences.

Yet, basically we are much alike. We are all capable of the same feelings and emotions. Every person can be happy or sad; can like or dislike; can feel self-confident or self-conscious.

There are also some strong human desires that all people have. These desires are so strong within us that we call them needs or drives. When we satisfy our needs we feel better.

Our Four Basic Needs

1)	Affection	The need to feel we are liked and the need to like people, too.
2)	Achievement	The need to feel we are doing well, to have a sense of achievement, to feel that others appreciate us.
3)	Adventure	The need for a certain amount of adventure and new experience in our lives.
4)	Security	The need to feel wanted so that we feel secure or welcome and comfortable wherever we are.

1) The Need for Affection

One of the warmest, happiest feelings you can have is the feeling you are wanted and liked. It is good to feel that you belong, that you count and are important to those you like and love. Most of us have this need satisfied in part through love and understanding which we receive at home. If we don't feel that we get love and affection at home we may turn to other relatives, friends or other people. You don't realize it, but you do many things because of this need for affection.

All of us have the need to be approved of and liked, and much of our behavior is a result of that drive. What are some things that you do to satisfy your need for affection? Name two or three.

1. _____
2. _____
3. _____

What are some ways that people might seek affection in a negative way?

1. _____
2. _____
3. _____

What can classmates and friends do to help someone who seeks attention negatively?

1. _____
2. _____

2) The Need for a Feeling of Achievement

Perhaps you've heard someone say, "I don't care what I got on that test," or "I really don't care if I get that part in the play." Do you think that person really means what he or she says?

Hardly! We all have a tremendous need to feel successful at something; to know that we are doing pretty well.

To feel successful, to know that you have done something well, is often the force that spurs you on to completing a job. You might learn to bake a fancy cake, build models or work a crossword puzzle just for the enjoyment you get from the feeling of accomplishment when the job is done well.

But feeling proud of yourself doesn't just happen. It is the result of the way you do things. Find out what your talents are and develop them.

In what areas do you feel achievement or success? List at least four things you've done lately that have made you feel successful or that have made you feel discouraged.

I felt good about:

1. _____
2. _____
3. _____
4. _____
5. _____

I was discouraged about:

1. _____
2. _____
3. _____

4. _____

5. _____

Do you think that you could change the things that you were discouraged about?

If so, how?

If not, could you change the way you feel about these things?

3) The Need for Adventure

The need to try new things and new ways of doing things is strong within each of us. From the time we were tiny babies we have explored the world around us. We learn and grow through new experiences and also, indirectly, through the things we read and see. As we try new things, we learn new skills and develop new interests. These add to our self-confidence and help us to approach new situations with an easier mind.

What have you done that satisfied your need for adventure and new experiences?

_____ Read an interesting book or story

_____ Went to a movie or play

_____ Watched a really good TV show

_____ Made something new

_____(what?)

_____ Joined a club

_____ Learned something new

_____(what?)

_____ Played a game

_____ Went to a new place

_____(where?)

_____ Went to a party

_____ Watched a game

Others: _____

_____

What are some other things that you would like to do in the near future?

_____

_____

_____

_____

_____

4) The Need for a Feeling of Security

Jake's father is a foreman in a big airplane factory. His pay is good, and the family lives comfortably in a nice house in a quiet part of town. Jake has a paper route and earns his own spending money. But, when the crowd suggests going to the Saturday movie, Jake never goes. He likes movies all right, but he doesn't feel right about spending any of his money just for fun.

Jake saves every penny he can get. It makes him feel good to go to school with a couple of dollars in his pocket, even though he never spends any of it. Why do you think Jake likes to have money in his pockets if he never intends to buy anything?

Jake has a strong need to feel secure. In this, Jake is no different from you or anyone else. We all have this basic need to feel safe, to feel protected, to feel that things are going to be all right with us. This fourth basic need – the need for security – is, perhaps, the strongest need of all.

Somehow Jake has come to look upon money as security. As long as he has money, he feels safe and secure about himself. He feels he's just as good as the next person. Jake, therefore, exaggerates the value of money. He depends on it to give him a feeling of security.

Now it is rather unusual for a thirteen-year-old boy, like Jake, to satisfy his need for security in just this way. But there are many people in this world who are extremely selfish, who find it hard to give away or even to share any of their personal possessions. Because owning things represents security to them, they feel that they must hang on tightly to whatever they have.

Can you think of ways in which your need to feel secure is met?

_____

_____

_____

_____

_____

_____

_____

_____

Name_____

Hour_____

GROWING UP

Adolescence is defined as the period of life during which a child matures into an adult. Before the Industrial Revolution, the age of machines, young people went from childhood to adulthood with little fuss. They simply went to work, some at the early age of six. Later, cruel child-labor practices such as hard labor and long hours were corrected by law. Thus, it gave young people a little more time to grow and develop. This growing time allowed a group to develop, a group known as teenagers. People in this age group are often called adolescents.

During adolescence, or the teen years, young people undergo many changes within themselves; changes which are directly related to their approaching maturity. They are changing mentally, emotionally, socially and physically. The most noticeable changes are physical.

PHYSICAL GROWTH

As a teenager you know that there are many rapid changes taking place in your body. You should understand what is happening to your body and realize that these things have happened to everyone who has grown up. Not everyone in the same age will go through this experience at the same time. Getting plenty of sleep and rest, avoiding over-exertion, eating a proper diet and observing health rules will help you grow as you should.

One of your tasks in growing up is to accept your physical self as it is now. Because it is part of you as a person, you must learn how to adjust to it and make the most of it.

MENTAL GROWTH

The ability to learn is called intelligence. Each person is different from others in her/his mental ability. However, no one develops their brain to capacity. Almost any person you might think of still has room for mental growth. Each person's ability to learn is special. The quality of your brain power is inherited, but how much of your brain power you will develop is up to you.

When you are growing up mentally, you should want to learn something about mathematics, science, literature, history, geography, art, music and all the other fields of knowledge. As you learn more about these important subjects, you also develop the ability to discriminate, or choose, from a variety of interests and activities and to concentrate on those that are worthwhile for you. You will become more interested in thinking through the issues and ideas in different situations, for example, political affairs.

EMOTIONAL GROWTH

Emotional growth is tied to mental growth. When you are growing up emotionally, you are able to control your own conduct and to recognize your lack of control. You are able to take responsibility willingly, seek advice about your problems and accept criticism without being hurt. Disappointment and occasional failure do not discourage you for long. You have an open mind and respect the opinions of others, and you try to think through your problems successfully. It is only by learning to solve problems successfully that you gain self-confidence.

SOCIAL GROWTH

Everyone values and wants the approval of others. Because this social acceptance is important to teenagers and adults, growing up socially becomes important too.

One of the results of growing up emotionally and socially is that you will be the sort of person that people like. You will be developing traits that will help you to make friends and to keep them.

If you are sincerely interested in growing up socially, you will have to know the signs by which social maturity is judged. Your behavior at home, in school and in other public places is one way by which you indicate to others whether or not you are socially mature.

SUMMARY

It is difficult to discuss any single aspect of growing up, because all growth involves so many closely related changes. As a maturing person, you are a combination of all the factors in your inheritance and your environment. Your physical, mental, emotional and social development are all parts of your growing self. Each one of these separate aspects of your development affects the others.

As a result, you are an individual; you resemble other people in many ways, and yet you are proudly different.

Some of the things about your physical self cannot be changed, even if you would like to change them. However, what you do about developing your physical, mental and emotional powers is up to you. As you learn to use them, you mature.

Name_____

Hour_____

A MATURE PERSON

. . . controls his/her emotions when necessary or learns how to channel them to avoid harm to himself/herself and others.

. . . is tolerant.

. . . treats others objectively.

. . . has learned to think and to make decisions independently.

. . . gets along in ordinary situations.

. . . is reasonably happy.

. . . has learned to face reality and to accept the truth about himself/herself and his/her situation.

. . . is not dominated by the opinions of others.

. . . is economically independent, even on a limited income.

. . . solves problems in a scientific way.

. . . is aware of the values of wise emotional responses.

. . . has the physical characteristics of an adult.

. . . tries to anticipate the result of an action before it is taken.

. . . assumes responsibility whenever there is a need.

Name_____

Hour_____

GROWING UP PHYSICALLY

Directions:

Check your knowledge about adolescent physical changes by circling the one correct answer:

I. Growth involves change. One can watch the growth change in children from their birth to childhood. You are also changing as you continue to grow.

A) Changes in height and weight

1. More than at any other time in one's life, a body grows more rapidly during:

a. first month

b. first year

c. second year

2. Boys are usually taller than girls until the age of:

a. 14

b. 12

c. 8

3. Then for the next couple of years girls are usually taller. It is not until age

a. 14

b. 16

c. 19

that boys are again ahead in height.

4. A girl's weight usually remains fairly constant after she reaches the age of:

a. 14

b. 12

c. 16

B) Changes in body proportions and parts

1. The head of an infant is
   a. large
   b. medium
   c. small

   in proportion to the rest of the body.

2. Arms and legs of an infant grow
   a. rapidly
   b. slowly
   c. not at all

   in length and muscular strength.

3. Bones of infants and young children grow rapidly. They are soft and spongy. Hardening of the bones which takes place during the growing years is called:
   a. maturation
   b. fusing
   c. ossification

4. Hardening of the bones take place in girls at the age of
   a. 16
   b. 20
   c. 17

5. Hardening of the bones takes place in boys at the age of
   a. 19
   b. 16
   c. 25

6. During the teen years the heart's muscle size and weight
   a. doubles
   b. triples
   c. stays the same size

7. Facial features may seem to be larger in the teen years, especially the
   a. nose
   b. eyes
   c. chin

8. The hands and feet of teens
   a. stay small in proportion to the rest of the body
   b. grow to adult size
   c. grow in proportion with the rest of the body.

C) Changes accompanying adolescence

1. The point at which an adolescent youth reaches sexual maturity is known as
   a. adulthood
   b. ossification
   c. puberty

2. As a boy matures, his voice changes to
   a. deep tones
   b. soft tones
   c. loud tones

3. During the teen years, girls will develop
   a. smaller hips
   b. more curves
   c. the same as the boys

4. The oil glands become more active during the teen years; therefore causing
   a. watering eyes
   b. body odor and skin problems
   c. muscle flexibility

Name_____

Hour_____ _____

GROWING UP EMOTIONALLY

DIRECTIONS:
Read the following situations and then write what you would do if you were the person. Then check the score sheet, "How Did You do?"

I. **Situation One**

Because of a dental appointment, Jean was released from gym class a few minutes early so that she could check out at the school office. On the way to the office from the gym, which is located at the basement level, she came upon a small group of students gathered around one of the fire alarms, giggling and talking. Jean passed them and proceeded to the office.

The next day in school, everyone was talking about the false fire drill which lasted an hour. The principal was offering a small reward for information concerning the person(s) who set off the false alarm. It had become expensive since the fire department sent trucks and a large number of fire fighters to the school.

Jean remembered seeing the students near the fire alarm that had been broken. The situation had happened shortly after she left school.

What would you do if you were Jean?

II. **Situation Two**

George spends lots of time studying for his classes. He usually gets excellent grades. Jim always considers his school work secondary to other things and he usually wastes time during study hall.

Jim's science project and English paper were due on the same day. He had time to complete one assignment, but not both. Jim decided to ask George if he would allow him to copy the science project. George hesitated, but finally agreed to let Jim copy his assignment.

When the unit science grades were posted, George looked at the grade curve and found he lacked two points for an A grade and Jim received the exact number of points for an A.

A week later, Jim was once again behind in his school work. He again asked George if he could copy his science assignment.

What would you do if you were George?

HOW DID YOU DO?

Directions:

Read the different ways that Jean and George could have chosen to handle the situations. Decide which of the possible solutions is the same or nearest to the way you would handle the situation. Give yourself the number of points listed.

I. **Situation One (Jean)**

Points	Method of Handling the Situation
1	You would not give the information to the principal for fear that the involved students would find out and hurt you physically.
2	You would give the information to the principal so as to receive a reward.
3	You would not tell the truth because your friends do not like tattletales.
4	You would tell the principal because the prank is wasteful and will not help others to build good character for later years.

II. **Situation Two (George)**

1	You would let Jim copy the work because you are afraid he might beat you up or make things unpleasant for you.
2	You would let Jim copy the work if he paid you or did something for you.
3	You would let Jim copy the work because everyone will think you are a nice person.
4	You would not let Jim copy the work because it is wrong.
5	You would not let Jim copy the work because it is wrong and will not help him build good character for later life.

Total points for you_____

The chart below can generally tell you how to handle situations emotionally. This is only one small indicator that can help you see how you react in situations.

If you have these points:	IT COULD MEAN:
2 – 4	You should make a special effort to think about others, as well as yourself, in deciding how to handle situations.
5 – 6	Friends are very important to you. This is not unusual for junior high students. You should make a special effort to keep all students in mind and consider them when making a decision about a situation.
7 – 8	You have developed some good traits in handling situations. Try to reason out why one should follow rules and laws
9 – 10	You are well on the way to being able to handle emotional situations in a mature manner.

Name_____

Hour_____

GROWING UP SOCIALLY

Directions:

For each of the character and social traits listed below, write the letter of the word that best describes you. Place an "A" before those traits where you think you are excellent, a "B" where you are good, a "C" where you are fair, and a "D" where you are poor.

A – Excellent – always (4 points)

B – Good – usually (3 points)

C – Fair – sometimes (2 points)

D – Poor – seldom or never (1 point)

_____ 1. I am dependable. I do things without being told to do them; I am there when I'm needed.

_____ 2. I am punctual. I complete my work on time and get to my classes on time.

_____ 3. I cooperate with others. I work to help the group complete its work.

_____ 4. I show good judgment or common sense. I get the facts and look things over before I decide what I should do.

_____ 5. I am neat and clean. I keep my clothing and body clean. Things I work with are also kept clean.

_____ 6. I have good posture. I walk, sit and stand without slouching.

_____ 7. I speak well. I say my words clearly and loudly enough to be heard.

_____ 8. I am healthy. I am not sick very often.

_____ 9. My work is accurate. I am careful not to make mistakes. I am careful to listen to instructions.

_____10. I am speedy. I can get my work done quickly.

_____11. I am flexible. I do not get upset or confused by changes in my life. I can quickly learn to work with new people, places and things.

_____12. I am honest. I do not lie, steal or waste materials.

_____13. I am loyal to my friends. I help those who depend on me and stick by them when they need me.

_____14. I show tact. I say the right thing at the right time and do not hurt people by thoughtless remarks.

_____15. I trust other people. I think most people are good and will be of help to me.

_____16. I am a hard and willing worker. I am willing to work long and hard to get something done.

_____17. I am enthusiastic. I am willing and ready to try new things.

_____18. I can forgive others. I do not hold a grudge.

_____19. I can take criticism from others. I do not get mad easily when someone contradicts me.

_____20. I am patient. I can wait my turn without pushing or shoving to get in front of others.

How many "A's" do you have? _____

Take this number times 4 = _____

How many "B's" do you have? _____

Take this number times 3 = _____

How many "C's" do you have? _____

Take this number times 2 = _____

How many "D's" do you have? _____

Take this number times 1 = _____

TOTAL POINTS = _____

The chart below can generally tell you how your character and social traits rate.

If you had these points:	IT COULD MEAN:
80 – 65	Excellent – this shows that you have developed good traits that should help you work with others; your character and social traits would clearly help you work with people.
64 – 50	Good – you have developed many traits that will help you work with people and a few that could be improved?
49 – 35	Fair – your traits are about average. You have developed some good traits and you have some that have to be improved.
34 – 20	Poor – you have developed a few good traits, but you should make a special effort to improve the poorer traits

Name _____ Hour _____

GROWING UP MENTALLY

Answers to the following questions should help you chart yourself mentally:

1) Do I do the best work I can? _____

_____

2) Can I keep my mind on my work? _____

_____

3) Do I enjoy learning about new and different things? _____

_____

4) Do I read books on many different types of things? _____

_____

5) Do I use reasoning to solve problems? _____

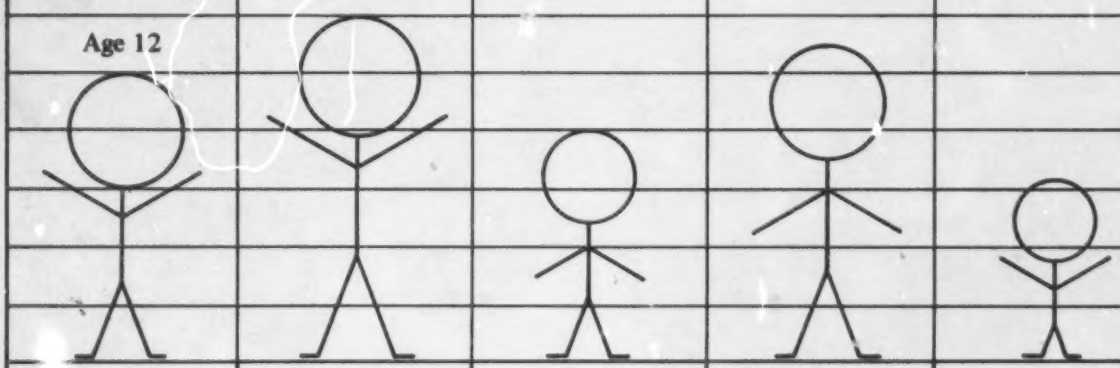
_____

_____

Name _____ Hour _____

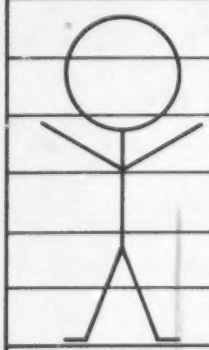
HOW AM I GROWING UP?

EXAMPLE



Chronological Age	Physical Age	Mental Age	Emotional Age	Social Age

1) **Chronological age:** How old a person is in months and years
2) **Physical age:** How developed a person's body is
3) **Mental age:** How grown-up a person is in his thinking
4) **Emotional age:** How grown-up a person is in the way he/she expresses his/her feelings
5) **Social age:** How well a person gets along with others



Your Chronological Age	Physical Age	Mental Age	Emotional Age	Social Age

Chart yourself. Are you growing rapidly in some areas while growing slowly in others? How would your parents chart you? How would a teacher chart you? How would your friends chart you?

Can you expect to "catch up" eventually in areas of slow development?_____

BIOGRAPHIES

Biography 1

Sally Struthers

Sally Struthers was born July 28, 1948. She had a difficult childhood because her parents were divorced and money was always short. Her unattractive, chubby body didn't help the situation. Nor did her silver front tooth or corrective shoes.

During high school Sally was a very busy girl. Besides being an honor student, she found time to be head cheerleader and to start a girls' track team. She also worked as a waitress after school and a drug store clerk on weekends to help her family out financially.

Although her parents were divorced, they both showed a great deal of concern for her. Her mother encouraged her to be an artist, while her father encouraged her to become a doctor. It was her own decision to join an acting school after high school. Upon graduation from this school she went to Hollywood. Jobs were hard to find and again money was a problem. Some of the work she did to get money while waiting for an acting job included selling popcorn, cleaning, telephone soliciting and being a receptionist.

Her big break came when she got an audition for "All in the Family." The day of the audition she had laryngitis but this didn't stop her. She did her best and managed to get the job that has made her such a success.

Biography 2

Olga Korbut

Olga Korbut led a fairly normal, happy childhood in Russia. She was, however, very disturbed by her small size. To make up for her small size she worked hard and became better than all her classmates at exercises and ran faster than all the boys and girls in her class. When she was eleven she earned her way into a special military school for athletes.

Her hard work continued and Olga became one of the best gymnasts this world has seen. It was not all easy though. The fantastic back somersault that she does on the balance beam causes her a great deal of pain. She has suffered many injuries and is reported to live with almost constant pain.

Her success in the Olympics did go to her head for a time. She put on airs and ignored her teammates and trainers. Her temper and stubborn streak seems to have decreased and she is today one of the most admired woman athletes in the world.

Biography 3

John F. Kennedy

"I grew up in a very strict house, one where there . . . were no free riders and everyone was expected to give their best to what they did. There is no sense in trying to do anything unless you give it your maximum effort. You may not succeed, but at least the effort and dedication and interest should be there."

These words of John F. Kennedy explain the philosophy that he followed in everything from pie eating contests to running the United States. As a youngster he was encouraged by his family in his efforts to be as good at sports as his older brother Joe. The frequent beatings from Joe seemed only to make him more determined.

Although the Kennedy family was very wealthy, his parents did not spoil him. Once he had to ask for a raise in his allowance in order to get some equipment he needed for scout camp.

Kennedy often had problems in school; in fact, he pulled pranks and was nearly expelled. He graduated 64th out of a class of 112 in high school. In college he had to battle many health problems; including a damaged back from football, diphtheria, appendicitis and pneumonia. Even with these problems he managed to accomplish much. His classmates recognized that he had the gift for saying the right things at the right time and the capacity to be a great leader.

During his college years, Kennedy became a very interested observer and participant in world affairs. As a result, he wanted very much to be in the military service during World War II. He flunked his physical, but began a series of very strenuous exercises to strengthen himself and eventually was accepted.

In 1946 he started his political career that led to the presidency. His full but short life came to an abrupt end when he was assassinated in 1963.

Name_____

Hour_____

ARE THINGS UNDER CONTROL?

In order to fulfill our goals and meet our dreams, we must have some control over what we do. Most people who really succeed in life worked hard at it. What kinds of things can you control about your life right now? List some below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Let's see how some successful people controlled things in their lives to achieve their goals. Read each of the short biographies that your teacher will give you. In the space below, answer the following question about each biography.

Question: What things did the person or their family take control of to achieve their success?

Biography 1) _____

_____

_____

Biography 2) _____

_____

_____

Biography 3) _____

_____

_____

There are many events that take place in people's lives that they have no control over; things such as natural disasters and unexpected accidents. For each of the biographies you read, answer the following questions:

Questions: 1. What things about the person's life were they unable to control;

2. How did these events affect them?

Biography 1

Question 1 – _____

_____

_____

Question 2 – _____

_____

_____

Biography 2

Question 1 – _____

_____

_____

Question 2 – _____

_____

_____

Biography 3

Question 1 – _____

_____

_____

Question 2 – _____

_____

_____

Name_____ Hour_____

THIS IS YOUR LIFE!

Let's see how your future might progress. Fill in the left side of the chart below. Assume you have control over all the choices and can decide exactly how events will take place. Play the game "This Is Your Life" by rolling one die. Things might not go so smoothly for you. As you play, fill in any change in plans on the right side of the chart. Don't forget to list any "special events" that may take place in your life.

	The Future As You See It	This Is Your Life
Your Sex		
Your Education		
Your Job(s) and Yearly Income		
Your Marital Status		
Parental Status		
Retirement Plans		
Special Events in Your Life		

After completing the game, look back on "Your Life." Think about and discuss the following questions:

1) Were you pleased with the way your life progressed?
2) Would you like to make any changes?
3) What things that occurred might you have had more control over?
4) What events were truly uncontrollable?

Name_____

Hour_____

"FUTURE AUTOBIOGRAPHY"

Guideline for Autobiography:

You are to write a "Future Autobiograhy," a story about yourself that will try to reasonably predict what your future can/could be.

The following guidelines should be followed. You may change the order of the things, but all these aspects must be included. Include as many other ideas as you want to.

1) Describe yourself at this point in your life. Include your interests; talents; social, emotional and physical development.
2) Set at least two goals for your future. These should be goals to be attained in 10 years. Remember you'll be 22 or 23 in ten years!
3) Determine a plan of action in your autobiography for attaining your goal.
4) Describe what your life might be like when you have attained these two goals.
5) Make this as interesting a story as possible; after all, you're a pretty special person.

OTHER IMPORTANT THINGS:

1) Write neatly
2) Watch your spelling and punctuation
3) Write with ink

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